

THE Catholic Educator

ST. JOHN'S UNIVERSITY
NEW YORK
OFFICE OF THE PUBLISHER
JANUARY 1961

January 1961



Sister Teaches in a Public School . . . 385

Approved Textbooks for Catholic Schools . . . 405

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JANUARY 1961

VOLUME XXXI, NO. 5

PUBLISHER

Joseph F. Wagner, Inc.
53 Park Place, New York 7

Authors are requested to send the editor postage and self-addressed envelope for return of manuscript not accepted.

THE CATHOLIC EDUCATOR is published monthly except July and August by Joseph F. Wagner, Inc., at 53 Park Place, New York 7, New York. Second-class mail privileges authorized at New York, N. Y., with additional entry at Easton, Penna. The subscription price is \$4.00 per year; two years, \$7.50; three years, \$10.50; single copies 50 cents. Orders for less than a half-year will be charged at the single copy rate. Postage is prepaid by the publisher in the United States. Postage is charged extra for Canada and Foreign Countries. Copyright 1961 by Joseph F. Wagner, Inc., New York 7

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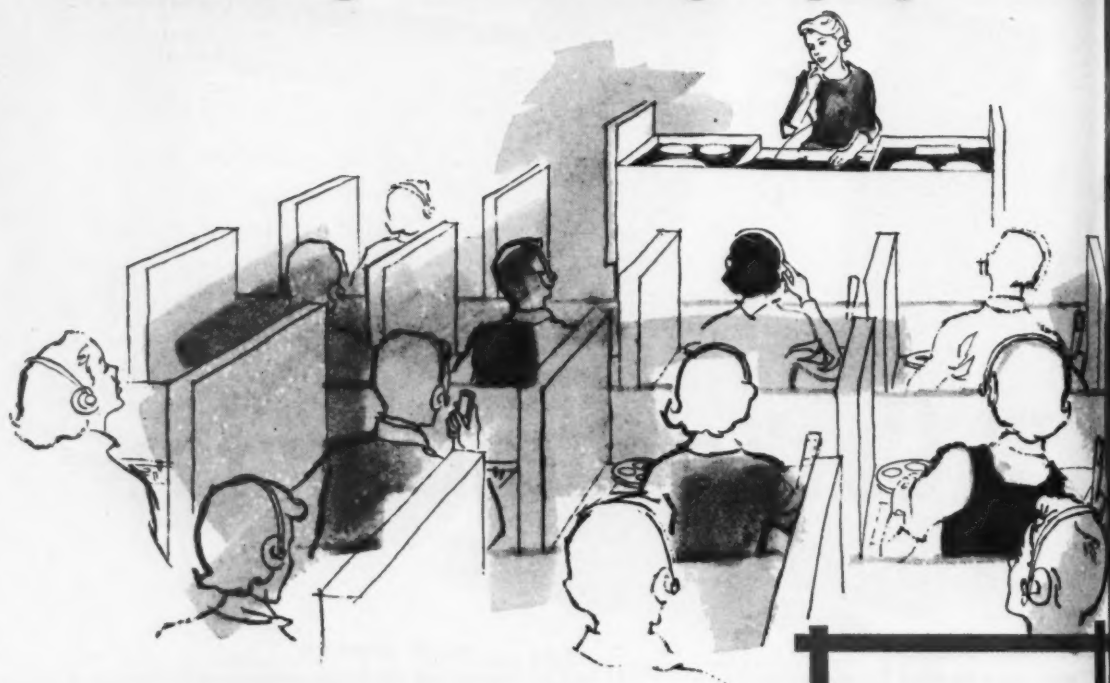
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ON OUR FRONT COVER

One section of an 82-position language laboratory at Chaminade High School, Mineola, Long Island, N. Y., the subject of an article by Dr. Alphonso Tous in this issue. Brother Philbin, S.M., teacher of French is shown at the teacher's console. This console is so arranged that two teachers may conduct separate classes for two groups, either in the same or different languages. Except for posing for this photograph, pupils would have no call for watching the teacher who from his console may listen in on any pupil and communicate with him. Air conditioners make this laboratory usable during the summer months, as it was for the Marianist Language Institute—in fact eight hours in the day.

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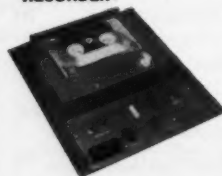
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CLIPS AND COMMENTS

By
John F. Wagner

THE BISHOP'S VOICE

Gathering annually in Washington, the bishops of the Church in this country deliberate for a week on the problems facing the Church and each year write one or more statements calling attention to the significant issues facing all of us.

We find this year's statement on personal responsibility a particularly fitting one. For indeed if there is one problem facing not only Catholics but also all men it is the absence of personal responsibility to the duties and obligations incumbent on all of us as we pass through different phases of life. The bishops tell us to make a personal commitment with the social and political communities around us, to be conscious of the moral problems mounting with each year, to influence the course of destiny in matters large or small, to take an interest in seeing that the personal, family, community, and national life is reoriented to reflect the Christian morality so needed today. Look to the parents for the cause of juvenile delinquency, the bishops say. Look to the enforced need to conform for the shocking disregard for vice in labor and management. Look to the whole philosophy of "letting George do it" while we seek material gain and happiness, for the gradual decaying of our society.

What message could be more fitting today than one that tells each and every one of us that we must look inward, examine our conscience, and decide whether each of us is doing the most to perform the duties incumbent upon us in all facets of our position? How many social evils on the local, national, or international scene would be eliminated if personal responsibility was strong? Would New Orleans be the center of screaming young mothers castigating a minister and a priest for bringing white children to class with negroes if these people had any concept of their duty to their fellow man? Would the Federal Aid to Everything advocates be so powerful and have such good arguments in terms of statistics and need if more people on local levels would take the responsibility of caring for their own aged, for seeing that their children got good schools, for taking an interest in parish, local and state affairs?

America summed up the bishop's statement by saying that it was a challenge to the parishes, colleges, retreat houses, and lay organizations to foster

the personal commitment needed for the carrying out of the bishop's program. We can agree but if, as the bishop's say, the preparation for the decline of moral convictions and responsibility

can be found even in the field of education, where emphasis is placed on adapting oneself to the thinking of the group . . .

then we are forced to go further and urge educators to read and reread this statement and examine their own conscience in terms of teaching to see whether or not these words cannot be brought to fruit in all the educational institutions throughout the country and thus to the forthcoming generation of Catholic laymen.

NEW HEALTH, EDUCATION AND WELFARE SECRETARY

Congratulations are in order from this corner at least for the appointment of Governor Ribicoff as the new Secretary of Health, Education and Welfare. Although a lawyer and politician most of his life, his tenure of office at the Governor's House in Connecticut has indicated his great concern for the problems faced by the country in those fields. Thus we are confident that his new position will result in an excellent administration of that department.

Now that U. S. Commissioner of Education Lawrence Derthick has beaten the gun slightly and returned to the position as Assistant Executive Secretary of the nation's largest Congressional lobby, the National Education Association, we look forward with interest to the appointment of the new Commissioner under Governor Ribicoff's secretaryship. Whoever he is we deeply hope that his ties with the high pressure, high spending NEA and other lobby groups is tenuous at best and that he will endeavor to bring a reasoned, objective approach to the immense task of providing government assistance to education.

AID TO THE SOCIAL SCIENCES

Since the Federal Government is perhaps the last large supporter of pure research, it is interesting to see as a footnote to last month's notice that the social sciences were the stepchildren of Federal grants, that the National Science Foundation has raised

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the office of social sciences to divisional status co-equal to the divisions on physical and biological research. This step was taken because, according to NSF Director, Alan Waterman, pressures have been such that recognition was finally granted to this field in view of the fact that these sciences could contribute a great deal in such areas as the anthropological sciences, the economic sciences, and the sociological sciences for the benefit of the country. The Supreme Court decision on desegregation was cited as one such pressure pointing out as it did the possible psychological effects on Negro children as a result of the decision.

Actually we fail to see why pressure or Supreme Court decisions had to be brought to bear to raise the social sciences to the same level as physical and biological sciences. Our shrinking national dollar is perhaps the best example that a great deal of research is needed not only in mightier rockets and man's survival in outer space but also in the basic causes of money flow, trade and security so that this country will continue to be strong enough to put the rockets up in the first place.

THE SMUT PEDDLERS

It is stated on the part of a number of experts in the field that the dollar volume done in pornography and obscene literature in this country is \$1,000,000,000. It is also stated by these same experts that a great part of this money is spent by youth and children, college age and under. While manifestly appealing to the mature adult, the peddlers of pornography in actuality know that a great deal of their material falls into children's hands and thus pitch the approach that way. For a full understanding of the problem as it exists and of the laws that govern it, we recommend obtaining a copy of the book issued by Doubleday, Inc., entitled "The Smut Peddlers" and written by James Jackson Kilpatrick, editor of the Richmond, Virginia, *News Leader*. Mr. Kilpatrick's approach is strictly as citizen, concerned about the availability of this material and he endeavors to study the law for an approach to the problem consistent with the democratic society. Since this approach has proven to be most effective in various communities throughout the country, this book should be a valuable primer to community action elsewhere.

Why are youth putting so much

money in pornography? Part of the reason undoubtedly is the natural curiosity youth have. However, we can also see in this evidence that today's youth want to grow up too fast—to know everything just as soon as possible, to have the pleasures of life now—don't wait for anything. An interesting article in *America* recently by Katherine Byrne brings this out in greater detail in its discussion of the letters sent to the teenage correspondent for the *Young Catholic Messenger*. It would seem that from the examples given that a great many of the pre-teens consider themselves failures unless they have parties, dates, and dress like college girls. The pressures that bear on girls and boys of 10-13 to mix, have parties, go on dates, dress in a sophisticated manner seem to us to fly in the face of nature and we recommend that perhaps this could be an excellent area of examination and research for the Home and School organization of your school to try to regulate the headlong rush of pre-teenagers to become tomorrow's adults overnight.

BRUTALITY IN TEXTBOOKS

The New York City Board of Education's Committee on Instructional Materials has asked textbook publishers to give more emphasis to Nazi brutalities and "the evils of totalitarianism." The committee charged that there were serious deficiencies in material dealing with Nazi atrocities and substantial revision was necessary to give the students an understanding of Nazi brutalities and mass executions.

This request is a complete enigma to us. Why does the committee want to emphasize Nazi inhumanity—and apparently Nazi inhumanity to the neglect of communist inhumanity, Spanish inhumanity, French inhumanity, Indian inhumanity, Roman inhumanity, Barbarian inhumanity and that of any other society guilty of the same crime? Although *Look* magazine does not think so, totalitarianism is dead, World War II is over, Hitler and Mussolini will never rise again in reincarnation or in spirit. Why bring this sad period to the students in its cruelty, in its shame, in its horror? We are faced today with a far more dangerous enemy than the dead horse of Hitler and the committee would do well to emphasize the Red rule and its

inhumanity—if any is to be stressed at all—so that these students will not graduate impressed only with the horror of Hitler and knowing nothing of Stalin and his successor. No, let's let World War II retreat to the history books and the dispassioned accounts of the movements of men in their time. Let's concentrate, if we must concentrate on inhumanity, on present history so our students will know the terror and challenge facing them on every side in the world today.

IT SHOULD BE NOTED THAT...

• Bishop John King Mussio of Steubenville, Ohio, has come out in favor of encouraging the use of television in classrooms to a greater extent. Citing the Holy Father's writings on the use of all media of communication for the good of everyone, the Bishop urges expanded use of this new tool to increase quality of education and enable all schools to participate in excellent teaching.

• Fairleigh-Dickinson University is one of those war universities which sprang out of nothing on the basis of deactivation of G.I.'s and the government support of their education. In recent years, they have solidified their position and now have a fine institution in northern New Jersey for higher education. The university however denies the Newman Club access to university facilities and forbids them to organize on campus. The reason: most of the students are commuters and live in neighboring towns, and the university feels that the Club would foster divisiveness—accepting only Catholics as it does. It is indeed strange logic that accuses the Newman Club of divisiveness when the university fosters all sorts of student and academic organizations within its confines drawing the line only at religious organizations. Who is divisive did you say?

• A Brooklyn grand jury investigating crime in the borough's public schools called upon the state legislature to pass a bill permitting corporal punishment for unruly pupils.

"Respect for the teacher's authority has been tossed out the window by the starry-eyed education leaders who encourage freedom while at the same time de-emphasizing the equally important responsibility for one's actions." So far silence from the state capitol.

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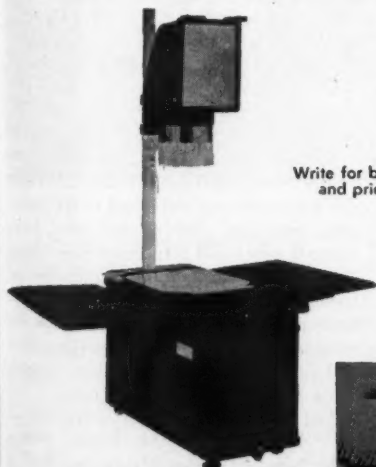
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Reader Reaction

New Busses Transport Our Children

EDITOR:

The story which will be told lends insight to the goals that can be attained through group Catholic Action. In this particular instance concerted efforts expended toward one objective resulted in equality and justice for the children of our communities.

Two small semi-suburban towns in the Central Hudson Valley of the State of New York both lacking any form of parochial elementary and secondary schools banded together within a Central School District of the State of New York to obtain for their children transportation to the nearest available Catholic School.

These communities by name, Cossackie and Athens, New York, began their long ranged plans in the spring of 1959, based on the New York State Education Law which grants to school district voters the power to vote at the Annual School District Meeting to provide transportation to resident children to the schools they attend, either public or non-public. In this first effort the results were most disappointing and discouraging as the District voters after petition rejected this appeal by a majority of 463 votes (Negative—669, Affirmative—206). Controversy played the lead role brought about through misunderstanding and misapplication of facts. A lesson was learned and thus the seeds were sown for 1960.

Plans, perseverance, knowledge of the law, co-operation, and moral courage were the ingredients. Catholic parents from both communities would not shun their responsibilities at the risk of being labeled controversial and placed the wheels in motion through resubmission of a similar petition before the District voters at the Annual Meeting in June 1960. The Crusade of the Hudson Valley was thus launched.

Parishioners of St. Mary's, Cossackie, N. Y., and St. Patrick's, Athens, N. Y., established committees, their project to inform. Other groups directed house to house canvas, pamphlet distribution, personal and telephone contact to encourage all eligible voters to vote in favor of the submitted petition. Constant alertness to unfavorable comments were noted and discussed. Wherever possible these remarks were clarified through authoritative facts.

V-Day (Voting Day) arrived. Volunteers from both communities provided the means of transportation for those lack-

ing to the voting places by private automobile. Those having small children were given child-care to enable them to vote. A central location in Cossackie and Athens was established. These operating headquarters amassed data pertaining to the number of voters who had cast their vote. This information was relayed by telephone to other committee members to exert efforts to solicit and remind other eligible voters to vote for this petition. The hours were long, the objective great, and the results triumphant. Balloting on the parochial transportation petition was 604 in favor and 429 opposed.

The fall of 1960 marked the start of a new school year and many children residing in the Cossackie-Athens Central School District are now being transported by public means to three schools outside the District and in excess of 10 miles. St. Patrick's, Ravena, N. Y., St. Patrick's, Catskill, N. Y., and the newly constructed Greene County Catholic Central High School also located at Catskill, N. Y. This was accomplished by the Crusade of the Hudson Valley and is now providing the children of the District the means of a Catholic religious education.

MRS. MARY E. HULBERT

18 Freleigh Place, Cossackie, New York

Who Failed the Test— Testees or Tester?

EDITOR:

"Which one of the following would be least likely not to cause rheumatic fever?" This is a sample from a 360-question qualification test given by the Educational Council for Foreign Medical Graduates and failed by 1,902 foreign internes and resident physicians over the country. These face discharge and (in the case of foreigners) possible deportation.

The New York Times of Nov. 22, 1960, devoting a column and a half to the situation, cited the case of one New York hospital which has fifty house physicians, thirty-eight of whom are graduates of foreign medical school. Of these twenty-three passed, thirteen failed, and the results are doubtful in two cases. This 414-bed hospital will thus lose one quarter of its house staff for patient care.

The Times reporter interviewed one of its twice-failing Filipina doctors whose rating was A "during almost two and a half years in medicine, gynecology, obstetrics, pediatrics, and general and trans-

(Continued on page 354)

EDITH BISHOP, FORT VALLEY, GA. HIGH SCHOOL TYPING INSTRUCTOR



calls the Royal Electric typewriter
"the best machine on the market."

"I've had Royal typewriters in my classrooms since I've been teaching," she continues, "and at Fort Valley we use Royal typewriters exclusively."

"We've found them to be the most sturdy typewriters for our use, and we get prompt, courteous and dependable service whenever we need repairs. Margins are a pleasure to teach with the Royal Magic® Margins. They are truly a time saver and a convenience."

"In my opinion the Royal typewriter, whether manual or electric, is the best machine on the market."

You'll find, too, that Royal Electric typewriters meet your school's requirements. Not only do they provide the kind of training typists must have to enter the modern business world, but special Royal Electric features make teaching and learning easier. Important too: they're reliable, sturdy. When needed, Royal service is promptly available.

Call your Royal Representative. He'll be glad to show and demonstrate the Royal Electric at your convenience.

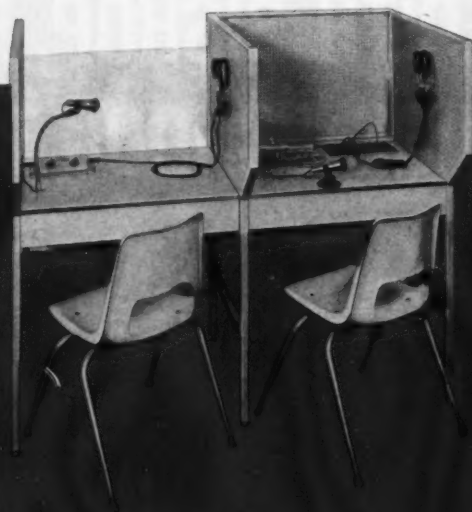
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And with Webster your choice is not limited. You can choose a complete listen-respond-record system, or a simple listen-respond set up. You can be made the student or select his own program on the instructor-manipulator for the student. Simultaneous speech learning. High fidelity sound and music reproduction. And, each unit is component-planned for ease of installation in any logical layout. Panel mountings in standard EIA sizes.

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PROGRAM SOURCE — Ekotape® Recorder-Reproducers with simple and precise control, instant start-stop action.

MONITOR CENTER — direct contact between instructor and 6 to 36 students; add-on units increase capacity to 54 or more.

PROGRAM CENTER — permits instructor to direct any of nine different programs (tape, radio, phono, audio portions of telecasts) to any of 36 or more students.



Audio-Visual News

Embezzled Heaven

It is hard to say whether the striking color sequence of the Vatican City with Pope Pius XII appearing before thousands of the faithful amidst the staggering beauty of St. Peter's, or the brilliant manner in which director Ernst Marischke developed and crystallized the characters of the dramatis personae, is the outstanding feature of the film *Embezzled Heaven* (a Louis de Rochemont Associates release.)

Surely Franz Werfel's tale of Teta Linek, the family cook who sought to attain heaven by financing the vocation of an unknown nephew only to find that, after years of scrimping, she has been the victim of a wayward rōu who harbored principles quite removed from the cloth, needs no embellishment to make it

entertaining. The story of her subsequent efforts to repent from her sins of selfishness and pride by making a pilgrimage to Rome in an effort to make reparation to the Holy Father himself is as famous as it is wholesome.

However, fine story that it is, the excellent production given it makes this moving story uniquely adaptable to virtually every age and type of viewer.

Aside from a thoroughly entertaining film, it offers a vast lode of visual information about the Vatican, scenes for use in a commercial movie being taken for the first time actually inside the walls.

The marvelous color shots of the Pope's audience of which Teta Linek, played magnificently by Annir Rosar, is part, should thrill and impress students to whom St. Peter's is a picture in a

book or magazine. The origins of their faith are brought impressively to life.

This film is now rentable by schools and churches in 16 mm prints. Running time is 91 minutes. **A-V 27**

New Three-Level Wheelit

Flexibility has been built into this movable projection table. When not in use to support a television set high up for a sizable class, the top shelf folds down to permit the second level to be used as a support.

The Wheelit-TV permits pointing the set at the right angle and from the right distance for the class group.

The lower level serves for a record player when other equipment is used on one of the top two levels, as for sound filmstrips.



Stairways are negotiated safely. Note the web straps provided with platforms of thick, sound resisting plywood surfaced with easy to clean Formica.

The top platform is 50" high, the center platform is 34" high and the bottom one 14". A tip-toe brake holds the unit securely for stationary projection.

More details about this and other Wheelits may be had from Gruber Products Co., 2223 Albion St., Toledo 6, Ohio. **A-V 28**

A "Babel" on Wheels

If you have not heard any Urdu or Serbo-Croat recently you might inquire for a chance when the Edwards Company's Rollarama comes to your town. Fifty-one million speak the first in Pakistan and sixteen million speak the second in Yugoslavia.

In an effort to generate student and
(Continued on page 358)



5 records and
11 Multiplication Quiz Cards

Musical Multiplication Records

Now let your class have fun drilling on the tables
from Twos through Twelves

Now for the first time the Multiplication Tables have been set to music and put on records! Thousands of schools have ordered these new Bremner Multiplication Records. Teachers and pupils find them a welcome change from the monotony of routine drill.

Each table—from the Twos through the Twelves—has its own distinctive tune and catchy jingle. Fife, drum and clarinet lead the drill in a gay, spirited tempo. Because children habitually memorize their records, they quickly master the multiplication tables with these records.

A school principal in Lewiston, Pa. writes: "Our children are taking new interest in learning their multiplication. Your records have a unique approach and a good one. Excellent investment for schools and parents."

The set consists of 5 double-faced records (one table on each side) and 11 quiz cards. There is a musical quiz game for each table. Everyone in your

class will have fun trying to "beat the man on the record" in the quiz.

Bremner Musical Multiplication Records are sold only by mail—not available in stores. If not delighted after five days trial, return them for full refund. Complete set only \$9.95 postpaid. Please specify 45 rpm or 78 rpm speed.

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Please send me a set of 5 Multiplication Records and 11 Quiz Cards. I understand that if I am not fully satisfied, I can return the complete set within five days for full refund.

☐ \$9.95 enc. ☐ School purchase order enc.
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School

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"quot linguas calles
tot homines vales"

CHARLES V 1558



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The key word is *know*... a clear perception of language... a fluent skill in oral language through a working association with structure, sounds, and intonation.

Today, Monitor language laboratory systems are helping teachers extend the wisdom of Charles V all over the world—in more than fifty countries from Afghanistan to Venezuela. In the United States alone, more than four hundred high schools, colleges, and U.S. Government language centers rely on Monitor.

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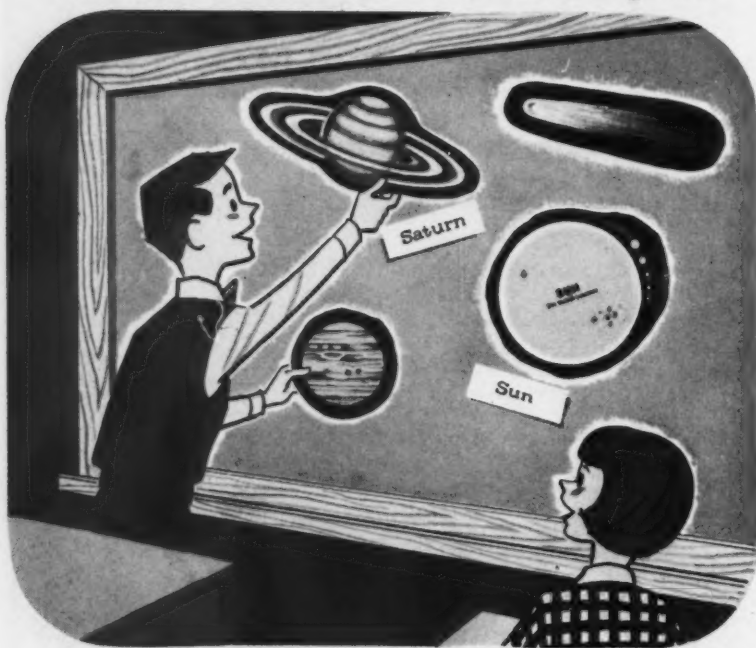
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New teaching aid explores solar system in full color!

It's brand new! Now, for the first time, you can use full-color reproductions of the planets, the Sun, the Moon, meteors, meteorites, galaxies, comets and asteroids to teach the wonders of the Solar System.

Includes "Fact Book"! For handy reference as you teach, a specially-prepared "Solar System Fact Book" gives you all the details about the Sun's family.

Praised by experts! Outer space experts praise the accuracy and

educational value of this new full-color teaching aid. Its clear simplicity will delight primary grade youngsters . . . its comprehensive coverage will fascinate junior high students.

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Complete 46-piece Kit
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Dennison

FRAMINGHAM, MASS.

Reader Reaction

(Continued from page 348)

matic surgery." After graduation this Filipina practiced privately for five years in Manila before taking the position in this New York hospital to further her medical training on an educational exchange visa under the provisions of the Smith-Mundt Act. As senior resident physician in pediatrics (with salary of \$3,180 a year), she is reported to have received unstinting praise from her superiors.

Why did she fail the qualifying test twice? she was asked.

"I am not used to that kind of test (she said); it was the objective type with multiple choice answers. At home, we took mainly essay-type questions."

She called the examination "tricky" and "confusing." After rereading the sample question this letter opens with, wouldn't we think the same?

Is there an alternate to the conclusion that foreign medical schools are graduating incompetents and that their less competent graduates are seeking to further their training in U. S. hospitals? Could the alternate conclusion be that in this case, the testers have failed of their objective—the preparation of a valid test?

A sidelight: language *per se* was not a barrier for the unidentified Filipino doctor, who had learned English in grade school and has spoken it ever since, any more than it was for some American citizens, graduates of foreign schools, who allegedly had had to take this test and who failed it.

The scientifically trained would wish for the impossible: that this test be tested with a control group of practicing physicians, say twenty years removed from exposure to so-called objectives tests.

It further seems to this writer that test makers should first qualify themselves in language. The writer of the sample question evidently did not. Apart from the totally objectionable cast of the question he should have known that the word "one" is superfluous since the superlative indicates that "which" is to be taken in the singular. (Just add one superfluous word to each of 360 questions in a six-hour test!)

IGNOTUS SED NOMINATU

Brooklyn, N. Y.

Sentence Left Hanging

EDITOR:

I was a bit dismayed at the omission of a few meaningful words from my November article, *A Speech Education Survey*. The last sentence of the first paragraph: "Just to remind ourselves of the radio habit . . . our now taken-for-granted television diet, and outdoor movies" should continue with a comment on "high fidelity (hi-fi), and more radio."

(Continued on page 442)

48)

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Achievement in high school and college depends more upon superior reading ability than upon any other single scholastic requirement. The increasing rigor of the high school and college curricula and the increasing seriousness of the college admissions situation serves sharp notice that a course of this type fills a vital need in every school.

Write for a free study that is used extensively by school administrators in evaluating their reading needs.



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DYNAMIC VISUALIZATION is made possible by the versatility of Vu-Graph which projects a large (up to 13' x 13') brilliant image behind you from the front of a fully lighted classroom... visible from every seat, it lets you face your class and maintain eye-contact... facilitates dynamic new teaching techniques that assure comprehension, including overlays and progressive disclosures... lets you write, sketch, erase or test on the projected image... provides an "electric blackboard" on cellophane or acetate rolls which saves hours of chalkboard writing and erasing.

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Reference material is always ready... In social studies and English, for example, charts, graphs or vocabulary lists are printed on transparencies, always available for lessons or reviews. Overlays teach complex material in simple steps... In science, for instance, you easily teach a unified concept of a complex system such as the human body. Individual transparencies may show the respiratory system, the digestive tract, and the circulatory system. Projecting one at a time, teach individual systems; ultimately superimposed, they make an integrated composite. There are unlimited uses for the electric blackboard... quizzes, grammar exercises, science diagrams, handwriting lessons or drawing instructions may be prepared in advance on the cellophane or acetate rolls. These may be kept for repeated use in drill, review and make-up work without rewriting.

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DYNAMIC VISUALIZATION with Vu-Graph permits modern visual education without robbing you of teaching spontaneity. You sit or stand beside it, in the front of the room, projecting brilliant pictures over your shoulder at the precise moment you choose to illustrate your ideas. Students take notes in normal light; you see every expression as you teach. A few strokes of a grease pencil personalizes any visual aid before students' eyes. And—on the cellophane rolls, you find yourself automatically projecting your very thoughts; say a new word... you spell it; describe a shape... you sketch it; explain a math problem... you solve it, on screen!

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Audio-Visual News

(Continued from page 352)

educator interest in foreign languages and foreign language training, the Edwards Co., producers of languages laboratory systems, recently launched a nationwide tour of its two Rollarama units, believed to be the first electronic language classrooms on wheels. Contained aboard the vehicles is a library of 34 tape recordings—one for each of the world's most frequently spoken languages. These



will be used to demonstrate the company's equipment.

Housed in specially constructed trailer vans, each Rollarama will visit schools and colleges throughout the country. Their complement of electronic gear includes complete operational language laboratories. Teachers in remote areas will be afforded an opportunity to familiarize themselves with the workings of a typical language laboratory. Specifically here, the student sits in an acoustically isolated booth equipped with a microphone, head phone, and tape recording and playback facilities. The teacher, through her console, monitors the student and can communicate with him to correct errors while other students continue undisturbed with their work.

A-V 29

Economy Adjuster Screen for Large Audiences

A screen for use in auditoriums, gymnasiums, or church halls is offered by Luther O. Draper Co., Spiceland, Indiana. Designed for extremely wide angle viewing, it incorporates several features for safety and efficient operation.

A new method of attaching the operating cords prevents the cord from reversing. This eliminates possible damage to the screen surface. Flanged roller spools attach at each end of the bottom aluminum tube so that the cord winds around and within the spools to prevent the cord from tracking in the wrong direction. Zinc coated, heavy duty pulleys provide easy operation. Suspension may be from ceiling, girder, or on a convenient wall.

(Continued on page 360)

Crestcard

COMPANY

America's largest supplier of religious greeting cards announces its appointment as Distributors of Candy to the Parochial Schools for the

E. G. Whitman and Co. Inc.

"OLD PHILADELPHIA CANDIES"



CHOCOLATE STRAWS This confection is among the all time favorites. The highest quality chocolate centers are surrounded by a crisp, snappy, pastel colored hard candy jacket. Packed 12 #1 tins to a shipping carton. Retail \$1.00



PEANUT BUTTER PUFFS Who doesn't like the flavor of peanuts? Peanut Butter Puffs have that smooth peanut butter center enclosed in a delicious yellow jacket covering. Packed 12 #1 tins to a shipping carton. Retail \$1.00



MINT SOUFFLES Here is the finest in mint candies—covered with a crystallized coating to aid in retaining the delicate, refreshing peppermint flavor. Creamy and smooth to the most discriminating taste. Packed 12 14-oz tins to a shipping carton. Retail \$1.00



WALNUT CHIPS A blend of Tennessee Black Walnuts, Cashew nuts and Cocomut mildly flavored and encased with a crispy satin finish jacket. Packed 12 #1 reusable cannister tins to a carton. Retail \$1.00



CASHEW CRUNCH India's finest cashews, salted, roasted and covered with crisp Buttered Molasses Candy. Packed 12 15-oz. tins to a shipping carton. Retail \$1.00



FRUITS & NUTS A large variety of milk chocolate and dark chocolate-coated centers consisting of creams, caramels, nougats, Turkish paste, nuts, fruits, and other unusual taste sensations. 1 lb. box Retail \$1.50

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DECORATED EASTER EGGS 1 lb. Retail \$1.00

COCOANUT EGGS 24 in Box Retail ea. 5c

ASSORTED EGGS Individually foil wrapped in box. Retail \$1.25

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Audio-Visual News

(Continued from page 358)

The fabric of the screen is a fire, water, and mildew resistant vinyl plastic



white mat. It is cemented to the aluminum holding tube. **A-V 30**

Cardinal Spellman Presents Catechism

Francis Cardinal Spellman of New York gave Catholic chaplains representing the armed services a newly completed filmstrip catechism. Produced at St. John's University, this *St. John's Catechism* filmstrip series will be used in instructing families of servicemen here and abroad. Cardinal Spellman, Catholic mil-



itary vicar for the armed forces, was in Washington for the recent annual bishops' meeting.

At the presentation were, from the left: Rev. Michael F. Mullen, C.M., producer of the filmstrips; Commander Vincent J. Lonergan, USN; Cardinal Spellman; Declan X. McMullen, president of Brian Press Inc., distributor of the filmstrips; Lt. Col. Leo W. Frye, USA; and Lt. Col. John R. Durkin, USAF. **A-V 31**

The AutoTutor Automated Teaching Device

Many will be speaking of this as a teaching machine—indeed it fits into the category of such current devices as have followed the Pressey teaching machine of the twenties—although the new device is named to suggest that it is a self-
(Continued on page 362)

HERE'S A PARTIAL LIST OF USERS— SARKES TARZIAN ETV EQUIPMENT

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Audio-Visual News

(Continued from page 360)

learning machine. To our knowledge, it is the first one to be offered and publicized as actually purchasable.

The news about this one is dual, in the sense that the machine is now available as also initial programs which are intended to be used with it for student learning. These programs have been in preparation and development for over a year and a half.

The instrument shown in the illustration is called the Mark II AutoTutor. It is intended for use by one pupil who views the lighted screen on which is projected one filmstrip frame at a time of the program which is the equivalent of a textbook course.

But the pupil cannot anticipate a passive reading session once he flashes page one on his screen. Far from it. Having read the equivalent of a textbook page (with or without illustrations and diagrams) he is faced with a question to be answered. Answers are multiple-choice. Selection is by a push button whose symbol corresponds to the one of the answer of his choice. Say there are three offered answers. If he chooses A and presses the A button, the pupil sees a new page on the screen. If A is a wrong

answer, he is told so. But then he is given a detailed analysis of why it is wrong, before he is asked to press the return button which brings him back to



his starting point. (The machine records his error for the benefit of the teacher, who is able to spot a pupil who is attempting to guess his way through his lessons.) Only when the pupil presses the button for the correct answer does he see the next page of his lesson.

At this point teachers will have thought to themselves that the merit of this tutoring machine will hinge on the value of the program: the clarity of the text and the ingenuity of the program writers in preparing the questions to check the pupil's understanding. A second thought will be: must one buy the machine to be able to critically examine the available programs?

(Continued on page 365)

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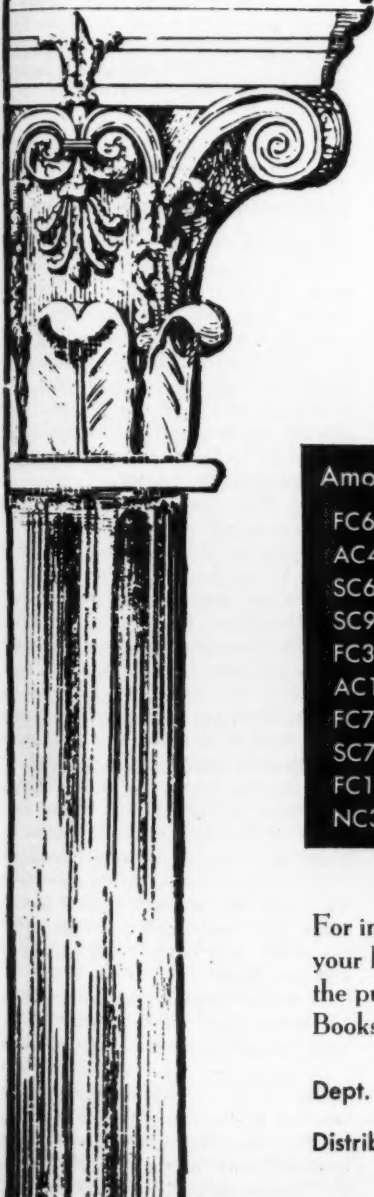
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By-Lined Film and A-V Reviews

Vincent Van Gogh

Review by Armand J. Jacopin

Vincent Van Gogh is a 16-mm Coronet Instructional Film, 22 minutes, color, purchase \$220; rentable.

Writing to his beloved brother Theo, Vincent Van Gogh once remarked: "How can I be of use in the world, cannot I serve some purpose and be of any good? . . . There is something inside of me, what can it be?"

These are the words of a man ruled entirely by emotion, passionately sensitive, yet in deep torment, unsure of himself and the world around him, a man

who would mutilate himself and eventually take his own life. Because the emotional life of the artist is so much a part of expressionistic works one simply cannot understand the art of Van Gogh without first understanding Van Gogh, the man.

The color film, *Vincent Van Gogh* attempts to give such an insight into the interior feelings, impressions, and artistic goals of the great nineteenth century Dutch expressionist. Beautifully interwoven with views of many of Van Gogh's paintings and drawings are his very own words recorded in his letters to his younger brother Theo, who supported

him financially during the major part of his short (35-year) life. Who better than Van Gogh himself could tell us of his interior struggles?

In addition, actual locales, such as Borinage and Arles, where Van Gogh painted among the peasants and weavers and produced some of his most exciting canvases are shown in live action scenes. Produced for the Netherlands Ministry of Education, the unique and excellent quality of this film accounted for its inclusion in the Third International Film Festival in April, 1957 at New Year's Metropolitan Museum of Art.

The Van Gogh film will be especially useful in the art classroom to provoke discussion and student reaction. Its excellent format and scholarly approach makes it as useful, however, on the college and university level and for adult groups as for the senior high school. Available from Coronet Films for purchase or rental.

ARMAND J. JACOPIN
St. Joseph's College for Women,
Brooklyn, N. Y.

Films for Chemistry

Review by Sr. Mary Irenaea, C.P.P.S.

Using the *Mole Concept* and *A First Look at Atomic Structure* are two of a series of films constituting a complete course in introductory chemistry. Produced by Encyclopædia Britannica Films, Inc., Evanston, Ill., the 160 lectures and laboratory experiments, taught by John F. Baxter, Ph.D., of the University of Florida, are intended to provide background for further study or for those not planning technical courses.

Each film runs approximately thirty minutes and will easily fit into the regular daily program of lectures and laboratory work. While individual films could be selected and used, for the greatest possible benefit and for maximum effectiveness, the course should be used in its entirety. The cost of the films, either individually or as a course, was not listed by the producer, but if money is available, I can think of no better way to improve the chemistry instruction in a school.

In the film, *Using the Mole Concept*, Dr. Baxter explains the use of the term "mole" in the mathematics of chemistry. Using such familiar collective nouns as pair, dozen, and gross, he illustrates their use in counting the spokes on a bicycle wheel. It is a simple task to advance to the use of the term "mole" in operations of a similar nature.

In *A First Look at Atomic Structure*, Dr. Baxter gives an explanation of the basic atomic particles together with their properties, such as weight and charge. After a brief reference to the historical explanation of atomic structure, he discusses the development of the modern theory of the "nuclear" atom. To illustrate steps in the development

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this very excellent teacher demonstrates the cathode ray tube, the Wilson cloud chamber, and the Classmaster Geiger counter. Important names in the history of the modern theory, such as J. J. Thomson and Lord Rutherford, are introduced and their contributions briefly explained.

Dr. Baxter is an outstanding teacher; his speech is precise without being labored; his writing, on the blackboard, is clear and distinct; his motions are quiet and few so as not to disturb the thought patterns of the students. The language of the films is geared to the high school student. Teachers will profit by observing the pedagogical methods of Dr. Baxter.

These two films, along with the entire course, are highly recommended.

SISTER MARY IRENAEA, C.P.P.S.
Regina High School, Norwood 12, Ohio

Audio-Visual News

(Continued from page 362)

The answer is had in a parallel development: the issuance of TutorTexts in book form by Doubleday & Co. These "scrambled" texts are the identical programs prepared for use in the AutoTutor.

As of this writing these programs are available: *Arithmetic of Computers*, *Adventures in Algebra* (we have a reviewer working on this one) *Introduction to Electronics*, and *Elements of Bridge*. Others are in preparation by a staff of twenty-five, chosen for their editorial qualifications.

This unique method of teaching by which a pupil progresses at his own rate is being tested by the Armed Forces at Keesler Field, Miss., using 14 AutoTutors in a course in basic electronics.

The AutoTutor has been produced in two versions by the Western Design and Electronics Division of U. S. Industries, Inc.—a more expensive, research-oriented version is called the Mark I, and a low-cost model called the Mark II. **A-V 32**

1961 Kodak H.S. Photo Awards

Teen-age photo enthusiasts who wish to enter the 1961 Kodak High School Photo Awards will find information in three free brochures. The brochures are available to schools from Kodak for distribution to interested students.

They include: "Contests Clues," an illustrated leaflet of special tips on photographic techniques; the 1960 catalog of prize-winning pictures; and the rules folder of guides for entering this year's competition.

The Awards represent 338 cash awards totalling \$11,750.

For more information or for a supply of literature write to Kodak High School Photo Awards, Rochester 4. **A-V 33**

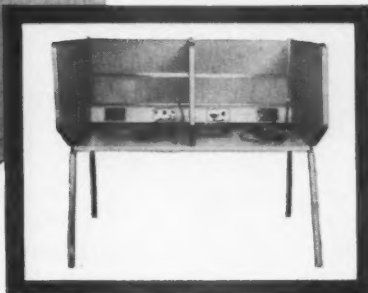
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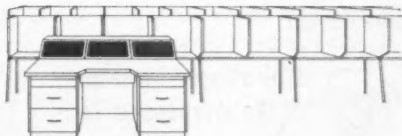
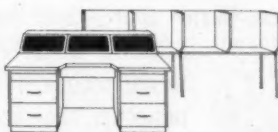
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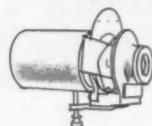
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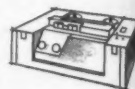


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EDITORIAL

MONSIGNOR PAUL E. CAMPBELL, EDITOR

THE HOLY FATHER ON CHILDREN

MANY WERE the pronouncements of the late Pope Pius XII on the training of children. Speaking to new-lweds in 1940, he counseled them against excessive severity or lack of understanding in their dealings with children. Parents must not allow these extremes to raise a barrier between the hearts of their children and themselves. He quoted the words of St. Paul: "To the weak I became weak . . . I became all things to all men, that I might save all" (I Cor. ix: 22). Certainly it is not necessary to teach affection to future Christian parents if even irrational animals treat their young with marked affection. Teachers everywhere agree that one who seeks to instruct children must come down to their level. The Holy Father says, "It is a great good quality to know how to become little with the little, children with the children, without compromising paternal or maternal authority in so doing."

Again, the same pontiff, speaking to Women of Catholic Action, called upon them to study the child in his tender age. It is necessary to know the child well if we seek to educate him well; the teacher must not misconceive his character. "You will come to understand him, knowing when to give way and when to be firm; a naturally good disposition does not fall to the lot of all the sons of men." Parents and teachers will be encouraged when they learn that they must expect to deal with wilful, even wayward children. Parents who know that the Master met with one traitor in His own apostolic college will not be startled to find that some ill-disposed children lavish and dissipate all their opportunities to achieve an education. It was in 1951 that Pope Pius XII spoke of the change that has come over young people today. On that occasion he was addressing the First International Congress of Teaching Sisters. He reminded them that "young people are irreverent toward many things that formerly from childhood were naturally regarded with the greatest respect." The Holy Father spoke of conflict between children and their elders. The complaint is not something new, but the conflict seems to be sharper than ever before. The complaint, he continued, is one made in every generation and it is mutual between maturity and youth, parents and children, teachers and pupils. The adolescent tells his parents that they are "behind the times." Even very young children feel that they are subject to undue restrictions. We cannot convince them by making them submit, and to persuade them by force is useless and not always right. "You will induce them very much better to give-you their



confidence," said Pope Pius, "if you, on your side, strive to understand them and to make them understand themselves. . . . Understanding young people does not mean approving and admitting everything they maintain in their ideas, their tastes, their whims, their false enthusiasm. It consists fundamentally in finding out what is solid in them and accepting this trustfully without remorse or anger; in discovering the origin of their deviations and errors which are often nothing but the unhappy attempt to solve real and difficult problems; and, finally, in following closely the vicissitudes and conditions of the present times." Nor is it necessary, in dealing with young people, to speak continually of God, but the parent or teacher in speaking of God and the things of God must speak with genuine feeling arising from profound conviction. This wins the confidence of children and pupils and they willingly allow themselves to be persuaded and guided.

CHAIR OF UNITY OCTAVE

FATHER TITUS, S.A., wishes the world to know that, though the feast of the Chair of St. Peter at Rome is no longer observed on January 18, the purpose of the Octave is the same: to pray for the reunion of Christendom, the conversion of unbelievers, and the return of lapsed Catholics. Catholic churches everywhere esteem it a privilege to participate in the Chair of Unity Octave. In the *National Catholic Almanac* (1960) we read that the devotion was started by the Friars of the Atonement about 1909. It seems correct to say that the beginnings of the movement date from about November 1907 when a clergyman at Graymoor, Garrison, N. Y., launched a small crusade, by letter, for Christian unity. He asked for prayers for this great cause, for eight days, extending from January 18 to 25, and urged

all to pray for a specific kind of Unity: the oneness of all men in the Catholic Church. This movement he called a Unity Octave, for it was an experiment.

This clergyman of Graymoor was Father Paul James Francis, S.A., founder of the Society of the Atonement. He was not a Catholic when he launched the crusade for Christian unity, but within eighteen months he and his little band of followers were received into the Church, October 30, 1909.

Over the past five decades the Chair of Unity Octave has spread far and wide. The voice and pen of Father Paul stirred many to action over the years, through the communities he founded and the works which he began. Frequently the Popes have approved and blessed the Octave, and it is now an official devotion of the Church. In 1959 Pope John gave it a special endorsement urging that it be promoted "everywhere throughout the world as widely as possible, especially in view of the forthcoming General Council, during which it is hoped that our separated brethren will be copiously illuminated and strengthened by the Divine Comforter." In other pronouncements the present Holy Father expressed the hope that the "bonds of union of the faithful with the Chair of Peter would contribute towards the early return of those outside the fold to full participation in the true worship of God."

Non-Catholics too pray for the reunion during the chair of Unity Octave. Their idea of unity and their intentions are vastly different from ours. But they pray, and God is not deaf to any sincere prayer. The Holy Office bids us lend our assistance to all, "who are sincerely seeking the truth, by entreating light and strength from God in fervent prayer." The Church gives us the example by praying for all who are separated from her, no matter what the reason for the cleavage. Her prayer is the prayer of Christ: "that they all may be one . . . that they may be perfected in unity."

GENESIS OF A MISSIONER

THE WORDS OF A FOREIGN MISSIONER stirred one of his hearers to an understanding of the command of Christ to "go into the whole world and preach the Gospel to every creature." The person thus moved was a young high school student; never before had it occurred to him that Christ's words put him personally under obligation. Later in the local ice cream parlor this high school student met several of his fellow students, and they fell to discussing the possibility of taking an active part in promoting the Church's world-mission movement.

"What could they do individually?" they asked one another. It was decided to ask the priest in charge of the parish teen club to form a mission committee. Then a letter was written to a young man who had

entered Maryknoll Seminary asking him for suggestions in forming their mission committee. They promptly received an answer from the young seminarian. Here are the thoughts contained in the seminarian's letter. An apostolic club would have been excellent for me while in high school. Few of us knew a thing about the missionary aspect of the Church. Now Pope Pius XII has taught us in his *Fidei Donum* that a Catholic isn't really devoted to the Church if he isn't trying to spread the Faith. The best way one can help the missions is by prayer and sacrifice. An extra Rosary or your participation in weekday Mass occasionally can be offered for your mission intention. Be concerned about all parts of the world and vary the intention from time to time. The little hardships we have to endure every day are important means of sanctification. The faithful performance of the duties of your state in life makes an excellent personal offering to the cause.

Next, you should learn something of mission peoples and their problems through reading some good mission literature. Impressive visual help in understanding the missionary and his work is obtainable through the periodicals that missionary groups publish. Your direct correspondence with some missionary or missionaries creates a personal relationship that stimulates zeal.

I have not spoken of possible physical aid until now. If you wish to help a missionary in this manner be sure to consult him about his needs. It is commonly best to send him money rather than to send him materials of your own choice. The needs vary from place to place, and the missionaries are themselves the best judges of what they need.

"There are ways you might be able to raise money for a worthy cause, such as an annual dance, cake sale, or bazaar. I know of several groups your own age who collect, sort, and sell cancelled stamps and scrap paper. If some parish organization doesn't already do so, your pastor might permit your group to sell mission Christmas cards. This has the dual result of bringing financial remuneration and 'delivering' a message from the Baby Missionary Jesus to many homes." Money earned by your own labor is a very acceptable offering. Remember that God is not to be outdone in generosity. Above all do not omit to pray for the success of the missions. (*Yours in Christ, Brother Bob*)

Here is the comment of the young student to whom the above letter was written: "I thank God for the opportunity to work with the committee. It is too early to say how well we shall make out, but this is a wonderful opportunity for self-improvement through helping our fellow human beings."

This story is drawn from the November 1960 issue of *Maryknoll*.

By EDWARD T. SMITH, Ph.D.

Teacher Aides—Answer to a Mystery

A SUMMER AGO young Sister Mary Dedicata, like thousands of her teaching associates in Catholic schools, went to summer school. Anxious to improve her competence in the classroom, she enrolled in two education classes. And in both of them she was solemnly assured that one of the soundest principles of modern pedagogy insists on the teacher's suiting her instruction to the individual needs of each child.

When Sister Dedicata, full of renewed enthusiasm, walked into her third-grade classroom in September, she looked at the faces of her pupils, eager, smiling—and numbering somewhere between 30 and 50.

Experienced teachers know that even in an "ideal" class of 25 the task of individualizing instruction to suit the abilities and background of each student is so difficult as to be almost impossible. And in Catholic schools a combination of the boom in births and a shortage of teachers has made the "ideal" class size as rare as an icicle in the Congo.

What will Sister Dedicata do? There are only a few things she can do.

She can, with the use of home-made or standardized tests, group her students according to ability in some of the basic fields, in reading and arithmetic, for instance. To Jimmy and Susan, who are bright students, she will give a more advanced reader, more difficult vocabulary assignments, more complex arithmetic problems, and she will hope that their natural curiosity will help them profit from the work. To Lancelot and Bertha, whom Sister charitably describes as "slow," she gives the few minutes of extra time she can squeeze out of her chores every month. For the rest of the time she aims her instruction at the average student in her classroom, whispers an occasional prayer for Jimmy, Susan, Lancelot, and Bertha, and leaves the matter in the hands of God.

Archdiocese Experiments with a Plan

In the Archdiocese of Denver, the Very Rev. Msgr. William Jones, archdiocesan superintendent of schools, is experimenting with a plan that will, he hopes, provide at least a partial answer to the dilemma of teachers torn between overcrowded classrooms and the ideal of individual instruction. For several years the Denver parochial schools have used a series of standardized tests to determine individual differences in the capabilities of students; the new plan is designed to help teachers make fuller use of this information.

Known as the teacher-aide program, the plan, which is being tried out in several grade schools of the archdiocese, is to utilize on a part-time basis the skills of the many qualified teachers who are not now practicing

their profession. The teacher aides, who volunteer for the work, come into the classroom from time to time to help the regular teacher give individual instruction to those students who need it.

Recruiting the teacher aides is carried out along lines very similar to those suggested by Sister Mary Xavier, O.S.U., in the September 1959 issue of *THE CATHOLIC EDUCATOR* as a means of providing substitute teachers in Catholic schools. The schools of the Denver Archdiocese, in fact, have been using this method of providing substitute teachers. Monsignor Jones' plan is to use these hidden resources to bolster the day-to-day work of the school faculty. The program was introduced by him after a study of similar plans in some of the Eastern school systems, particularly in the Archdiocese of Chicago.

Being Tried in Four Schools

At present the scheme is being tried out in four schools in the Denver area, Cure d'Ars, St. John the Evangelist's, St. Mary Magdelene's, all in Denver, and Sacred Heart in Boulder. If the plan works well it will gradually be extended to other schools in the archdiocese. The most extensive use of teacher aides is being made by the Precious Blood Sisters at Cure d'Ars School. Sister Carmencita, the principal, has set up a highly flexible plan to utilize the skills of the teacher aides in every phase of the school program. Some of the teacher aides at Cure d'Ars come one afternoon a week to help the regular teachers in the classrooms. Others, who are specialists in their fields, conduct special classes for the students in such co-curricular fields as foreign languages, music, art, and speech. Still others help in the school's extra-curricular program—in sports, crafts, clubs, and so on.

To get the program under way at Cure d'Ars, Monsignor Jones spoke at all the Masses in the parish on a Sunday shortly before school opened. He explained the program and its objectives and asked qualified members of the parish to volunteer as teacher aides.

Doctor Smith serves in the editorial department of the *Register* system of newspapers. He taught for a year in high school, was assistant professor in the department of philosophy of De Paul University, and was also a member of the department of education. He has contributed to *Thomist* and the *Register*. He is a graduate of Catholic University of America (A.B. and M.A. with major in philosophy. His Ph.D. (philosophy major) was received from the University of Ottawa.





Sister M. Clemencia, C.P.P.S., principal of Cure d'Ars School, Denver, Colorado, is shown with the fifteen teacher aides who assist in this school.

The response was gratifying. Of the women who volunteered, 18 were chosen on the basis of their qualifications and are now working in the school.

To avoid any complications, part of the plan was that all aides selected should have the 20 semester hours credit in education required by Colorado state law for a graduate teacher's certificate, and he arranged for certification of the volunteers before school began. It seems likely, however, that aides who have had two years of college and some intensive special training in educational objectives and methods could do commendable work within the plan. A principal or superintendent considering use of the scheme might give serious thought to such prospects if fully trained teachers are scarce. Most states have provisions for issuing temporary or emergency certificates to prospective teachers possessing such qualifications.

Most Aid in Regular Classes

Most of the aides at Cure d'Ars are used to provide individual help to students in regular classes. The volunteers come in one-half day each week. Either the regular teacher or the aide takes charge of the class. The other conducts a special small-group session—sometimes for the brighter students who are anxious to take on additional and more challenging work, sometimes for the slower students who need help to keep up with the class, sometimes for pupils who are in trouble because they were absent when the teacher gave some vital explanation. Less frequently is special attention given the average students, since most of the regular classwork is already fitted to their abilities. The teachers concentrate this special attention upon the areas in which they feel it will be most beneficial to the students, primarily upon basic skills in reading, English, and arithmetic.

Cure d'Ars is in a peculiarly favorable position to hold these classes for special groups; the school has available two unused classrooms in which the small groups can meet. The other schools using the teacher-aide plan are not so fortunate, but by dint of ingenuity in using whatever space is available—even in some cases a secluded part of the hallway—the special classes

are held and the students receive the individual attention that is the primary goal of the program.

One Advantage: Flexibility

One of the greatest advantages of the plan, however, is the great flexibility it offers for the improvement of the educational program. The use of teacher aides for conducting co-curricular and extra-curricular activities has already been mentioned. They can also be utilized to free teachers on the full-time staff for these activities. A teacher who has a special knack for teaching music, for instance, may be released for an afternoon by an aide to give a lift to her associates who have tin ears, or at least somewhat less than spectacular musical ability.

One way of utilizing teacher aides suggested by Monsignor Jones is to improve the professional competence of the regular teachers. He keeps a list of Sisters and lay instructors whom he calls "key teachers." These are teachers whom he has found to be not only expert in the classroom but also adept at passing their skill on to others. Apprentices in the profession or teachers who feel that their classroom technique could stand some general polishing are encouraged to visit the "key teacher's" classroom and to observe how the job is handled by a master. If the visiting teacher is having trouble in some special area, she can make arrangements to have classes in that subject conducted during her visit.

Schools that do not have teacher aides can and do take advantage of this plan for helping teachers to improve their ability. But Sister Principal may develop a king-size headache trying to decide what is to become of the third grade while one of her regular faculty is off for the afternoon. Monsignor Jones points out that teacher aides would do more than aspirin to relieve the principal's headache. He hopes that as the use of aides spreads to other schools in the archdiocese, new

Sister Madonna of the Sisters of the Precious Blood, a full-time member of the staff of the Cure d'Ars School, Denver, Colorado, plans an arithmetic lesson with two teacher aides, Mrs. Emery Gray and Mrs. Joseph Habas.



teachers will more and more be able to take advantage of the skill and long experience of the best classroom technicians in the parochial schools.

Principal, Aide, and Teacher Confer

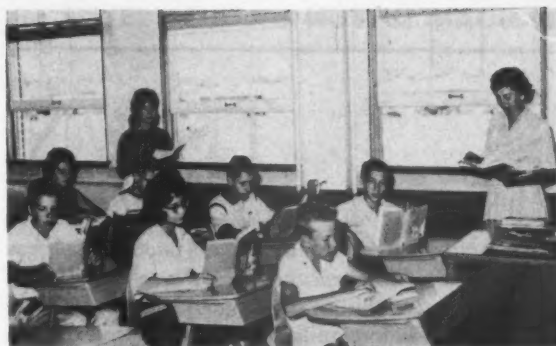
To make the best use of the numerous possibilities the teacher-aide plan offers, Sister Carmencita confers with each volunteer and the teacher whom she will be helping; the three discuss the needs of the school and how they can best be met. On the basis of these meetings the aides are assigned to work that seems likely to be most helpful.

These meetings serve another purpose that is essential to the teacher-aide plan: to develop a sense of unity and co-operation between the aides and the full-time teaching staff. Although the aides volunteer their services without pay, special pains are taken to make them feel a part of the regular faculty. Besides meeting with the principal to talk over the best contribution to the school, the aides are invited to attend the meetings of the Cure d'Ars faculty and share in the discussions of school aims, plans, and problems.

The aids are given as much responsibility as they are willing to handle. This may seem a strange way to make the aides happy. But Sister Carmencita feels it is necessary to stress the obligations involved in teaching and to make the aides feel that they have the trust of the school faculty in carrying out these responsibilities. The fact that they have a voice in discussing the school's policies and are assigned an important share in carrying out those policies, Sister Carmencita believes, will help the aides to feel more like an essential part of the school staff, to take a deeper interest in reaching the school's objectives, and to reap a richer harvest of satisfaction from their work. Especially stressed is the duty of a teacher to be aware of and to live by a professional code of ethics.

Attack Immediate Problems

No matter how sincerely the aide feels that she is accepted by the full-time faculty or how deeply she is imbued with a sense of direction to the responsibilities of teaching, she is not going to be of much help unless she knows something about the flesh and blood boys and girls she will meet in the classroom and what she is expected to do with them once she walks in the door. The most important conferences for the success of the plan, all agree, are those that take place between the regular teacher and her aide. In such informal meetings the two can get down to the concrete problems of the immediate goals aimed at in each specific class, the individual abilities and problems of Jimmy, Susan, Lancelot, and Bertha, and the specific classroom activities wherein the two



A teacher aide at Cure d'Ars School, Denver, Colorado, Mrs. Emery Gray, conducts a science lesson.

teachers will collaborate. Once again it is the sense of a mutual trust and responsibility between the two that is the secret of success.

Sister Carmencita has overheard from the teaching sisters such comments as "Now I feel I can reach all the students"; "I can check all the flashcards with every one of the students"; and "Finally, here is real help for the pupils that were absent when a new lesson was taught." The teacher aides are enthusiastic over the joy and satisfaction they get from the classes. Several of them have told Sister Principal, "It does me so much good to be back with the pupils once more."

Parents Alerted

One important precaution that Monsignor Jones took in setting up the teacher-aide program was to make sure that the pupils' parents got a clear idea of what was going on. He did not want any of the parents to think that their boys and girls were being tended by a baby sitter or a policeman while the regular teacher took a short vacation from her boisterous charges. To avoid any such impressions, he spoke at a meeting of the Cure d'Ars PTA early in the school year. He stressed the professional competence of the aides, the ways in which the use of the volunteers could contribute to the pupils' education, and the strict code of professional ethics to which the aides had pledged themselves. At a later PTA meeting Sister Principal gave a report on the improvements she felt had been effected through the use of teacher aides, and she introduced the volunteers to the mothers who were present at the meeting.

Among the parents the reaction was more than favorable. They feel that their children are getting not only the solid academic training upon which Catholic schools concentrate but also the individual attention that will help the pupils make the best use of that training.

I Say No to FLES

THE TEACHING OF FOREIGN LANGUAGES in our schools has always been a difficult problem. Since the United States is essentially a one-language country, most young people in foreign language classes are expected to master a skill for which they have no present use and which they cannot practice in real situations. Except in areas where there are large non-English speaking populations, as in some border states, the children have no immediate reason or opportunity to communicate in a second language outside the classroom.

The result has been that thousands of high school pupils never really learn to communicate in the language they study and whatever facility they gain is lost after the instruction stops.

Which Language?

The problem is further complicated by the fact that there is no way to predict the future language needs of children. We do not know which children will need a second language in adulthood. We do not know what language will be needed by those who will need one.

Thus, many elementary pupils who are taught a language will never use it, or will need a different language from the one they are taught. In the non-elective program of the elementary school, where all must take what is given, the waste seems obvious.

If Americans who go abroad to work or study are to have a beginning facility in the particular languages they need, we will have to face up to reality. When we do, we may find that introducing French or Spanish five or six years earlier is only a costly way of compounding the problems we already have.

Serious study should be given to this possibility before a foreign language is introduced into the elementary school at considerable cost in time and money.

The idea of foreign languages in the elementary school is not a new one, but the program that we know today is. You may ask, just what is *F.L.E.S.*? FLES is the "listen and imitate" method of learning a language,

but it is to be geared to children in the primary and intermediate grades.

The program was given impetus after World War II as a means toward greater understanding of the peoples of the world. Its aims are as follows:¹

1. A second language broadens a person's life.
2. Elementary children enjoy the natural language approach.
3. Younger children imitate both inflection and sounds better than older children and therefore develop better accent.
4. Better understanding is a necessity of our time.

During the past school year, I have been a member of a FLES Committee in the school system in which I teach and have not only read much, but have attended several lectures on the subject. There have been varied opinions, with most parents and some educators in favor of FLES. Of the parents who are demanding such a program, how many are taking language courses now?

Not for All

In writing this article for *THE CATHOLIC EDUCATOR*, I should like to clarify why I say *no* to FLES. That is, I say no if the program is advocated for *all* children. For the "gifted" child as an extra-curricular activity, I believe it has merit. For example, some schools have adopted the program on the basis of reading ability, and it is given after school.

The art of intercommunication develops throughout one's life, from the reflex sounds and feeble gestures of babyhood, to the use of simple words, and finally, in the third and fourth grades, to the combination of words into thoughtful units as in oral and written expression. Therefore, language is the chief activity of the school and the core of the curriculum. For many, it takes years of practice before they have complete mastery of the English language.

A child learns to speak in order to supply basic needs, such as the want of affection, or food, or clothing. Unless he lives in another culture where he needs to communicate in a foreign tongue, it is doubtful whether he learns this new language in any permanent or functional sense. Just because a child can count to twenty in French or sing a simple song in Spanish, does this mean he will be able to communicate his ideas with a non-English speaking person? The "real motivation" behind the FLES movement is the need to communicate. If learning is defined as "learning to use," it is uncertain that the children can be said to learn. We

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Miss Joan Sutton teaches the fourth grade at School #2, Ridgely, N. J. After graduating from Trinity College, Washington, D. C., with major in English, she taught for two years in a parochial school in her home town of Ridgewood, N. J. She is pursuing studies in elementary education at Seton Hall University, Paterson, N. J.

FLES Is a Must

THE RAPID GROWTH OF FOREIGN LANGUAGE programs in American elementary schools reveals the interesting fact that parents and educators alike have become increasingly aware of the value of offering children the benefits of early language study. Many public school systems, notably Cleveland and Los Angeles, have pioneered successfully in teaching foreign languages to young children. The Cleveland Plan, begun in 1921, offered children in grades one through six, who possessed an IQ of 115 or better, the chance to qualify for instruction in a second language. It provided the gifted child with the mental stimulus he needed. The Los Angeles Program, on the other hand, gave all children without reference to their IQ, instruction in Spanish as a contribution to the sociological needs of a community whose background is rooted in a Spanish culture.

Contrast with European Approach

For over a century European schools have incorporated modern languages in the elementary curriculum because communication with neighboring nations rendered it imperative that educated persons should know the languages of people beyond their frontiers. This advantage afforded students various occupational and professional benefits. Today educators admit and deplore the fact that few Americans can compare favorably with Europeans in the command of a second language. It has become only too apparent that modern language teaching in American high schools and colleges has produced very mediocre results. The four skills that good language teaching aims to develop—speaking, understanding, reading, and writing the foreign tongue—have not been attained. This failure can be attributed mainly to the lack of time needed to accomplish these objectives. The majority of American students begin the foreign language in junior high or secondary school and study it only for two years. This limited program accounts for the inability of most students to speak fluently and understand easily the language they have studied.

Agree on Ideal Time to Start

The importance of giving our youth an adequate mastery of a second language cannot be overestimated today when America needs to maintain leadership among the free nations of the world. Foreign language study should begin then in the elementary school. Psychologists and educators agree that the ideal time for a child to learn a second language is the age when he is most imitative, when his speech habits are still being formed, when his power to memorize is greatest, and

when he is not plagued by the self-consciousness of the adolescent. Young children possess an almost unlimited language-learning potential but this intuitive linguistic power declines steadily from infancy to adolescence.

The average child entering first grade has been speaking English for four or five years. Generally he speaks as well as the adults in his environment. Hence if he has a good oral command of his own language he will not encounter difficulty in learning a second one. The method of presentation of this new material should be conversational, entirely objective, stressing play activities, songs, folk-dances and real-life situations of interest to children. Thus the child will acquire the second language naturally, and instead of interfering with his study of English, as some educators argue, this enriching experience should greatly improve his knowledge of his mother tongue.

A good modern language program in the elementary school should be integrated with all areas of study: mathematics, social studies, science, art, and music. If properly planned, it can capitalize on the young child's immense capacity for enthusiasm in dealing with new projects and situations. It will contribute thus to his ability to use the basic tools of learning, the three "R's." These tools, so fundamentally important, will become far more effective when they have been sharpened by contact with a second language.

But how can time be spared for foreign language teaching in the elementary curriculum when it is now so weighted with the common branch subjects? A good elementary school schedule does not fit its program into a series of rigid compartments with respect to time or subject matter. It correlates and inter-relates the various learning activities of the child so that his entire program blends a unified whole. The integration of music and art with elementary school subjects has long been accepted as worthwhile educational procedure. The cultural value of a foreign language should be rated as equivalent to that of music and art.

(Continued on following page)

Sister Benita is professor of French and director of the graduate division at the College of St. Rose. Formerly teacher of French in high school, she is author of *Reviewing French* (Saga) and *Conte Choisis D'Auteurs Catholique* (Amsco). She has contributed to various Catholic periodicals. A graduate of N.Y. State College for Teachers, Albany, N.Y., she received her M.A. and Ph.D. from the University of Montreal, her major being French language and literature. Her teaching experience covers thirty years in high school, and twelve years in college.



FLES Is a Must

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Provide for Continuity

Before establishing a foreign language program on the elementary level, it is important to provide for its continuity throughout all grades and, if possible, in high school. Otherwise, it will have little educational value. If it is continued in high school, the student will be able to enter college classes that are conducted entirely in the foreign tongue. Thus one of the objectives of early language study will have been achieved, the preparation of American citizens for leadership. However, a foreign language program should be offered to the young child chiefly for the enriched educational background it provides, for the understanding it develops of the customs and culture of other peoples, and for the sense of pleasurable achievement it affords the pupil. In addition to being continuous, the program should be progressive. In the primary grades, the two basic skills of speaking and understanding the language should be emphasized. The natural aptitude of young children for imaginative situations lends itself admirably to dramatization of activities that appeal to them. In the intermediate grades reading and writing skills may be fostered in relation to the various units of study. At this stage of his language progress, the child should be able to read and write everything he can understand and say. As the program moves into the higher grades or junior high school a considerable mastery of the language skills should be evident, showing that the maturing mind of the student has been challenged to achieve the best he has in him—linguistically and educationally. He should be able to understand a foreigner conversing about everyday matters and to speak fluently and correctly about these same topics. All pupils will not achieve the same measure of success in learning a foreign language. But that is true of other subjects in the elementary curriculum. The important point to remember is that even the slow learner can show a worthwhile achievement in acquiring a second language, a result which very often stimulates him to renewed effort in all his studies.

Presupposes Well-Prepared Teachers

As the success of any classroom work depends mainly on good teaching and that in turn presupposes well-prepared teachers, the question naturally arises: who should teach these foreign language programs and which language should be taught? There is wide difference of opinion on these points. A specialist, one who is certified to teach the language on the secondary school or college level, is ideal, provided, of course, that he understands child growth and development and enjoys working with young children. The regular classroom teacher may be employed to teach the language in question if he has had adequate language instruction or is willing to study the language.

The present shortage of teachers points up the diffi-

culty of this problem. Yet many school systems have solved it in different ways. When the Los Angeles school officials faced a shortage of properly qualified language teachers, they worked out a successful plan whereby elementary teachers and pupils learned Spanish together. Some other school systems utilized television language programs launched on a city-wide basis. Others employed teachers certified to teach modern languages on a part-time basis.

A-V Aids Available

Today the wealth of auditory and visual materials of instruction available such as records, filmstrips, slides, tape recorders supplement the teacher's efforts and render language teaching very effective. Through the medium of tape-recording by native speakers, correct accent and intonation may be acquired. Numerous radio and television programs in language instruction focus and intensify interest in this type of teaching and learning.

Probably the best arrangement for a good teaching situation is collaboration between a language specialist and the classroom teacher. A program, planned and directed by a language supervisor, similar to the music and art programs of most elementary schools, undoubtedly will produce the best results. But under no circumstances should modern language teaching be entrusted to poorly prepared or second-rate teachers.

The language to be taught depends upon the teachers available and in some sections of the country on local needs. In the southwestern states, for instance, where a large Spanish-speaking element exists, elementary school programs in Spanish have created a better understanding between both pupils and adults.

Foreign language programs in the elementary schools of America hold promise of producing large numbers of linguistically prepared citizens and future leaders, capable of understanding and appreciating the culture of other nations.

I Say No to FLES

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cannot compare our needs with those of the children of Europe, because their learning of other languages is meaningful—they *do* get the chance to use what they have learned.

What Research Proves

Research has not proved that FLES is good, but, merely that pupils have learned some elements of a foreign language easily. In the areas where the program has been established, there is little "carry-over" outside the classroom, but those children who come from bi-lingual or multi-lingual homes may profit. Many children only mimic the words, which might be isolated phases, such as, "Comment allez-vous?" or "How are you?" They learn each other's names, names of



Pupils of French at Regina Dominican High School, Chicago, find the oral approach to learning fascinating. Photo courtesy of Barry & Kay, Architects, Chicago.

their parents and pets, and the idiomatic expressions for the weather. This is done by most without the slightest comprehension. Much of the work over the years has been done in choral responses by the children, not individually. In the time allotted during the day (15 to 20 minutes, three times a week), how can one ascertain whether or not each child is responding and understanding correctly?

Teachers in Short Supply

People who know elementary school children know that they will become enthusiastic about anything which is taught attractively by an enthusiastic teacher. How many of these foreign language teachers are available for elementary work? Well-trained teachers are in short supply. To qualify as a FLES teacher, an individual must understand and like the elementary school level and the elementary school child, must be a competent speaker of the language, and must be willing to keep abreast of the developments in this changing field. If at all possible, he or she should attend a workshop, institute, or in-service training program. Knowing what my own schedule is (I attend a local university at least two afternoons a week, also keeping myself in attendance for parent conferences and faculty meetings, which must be covered by every member of the staff), I wonder how these teachers will find the time.

To date, there is a lack of sufficient materials, although some publishers have brought out Spanish series to be used in a fifth or sixth grade as a reader, provided the children have had two or three years of the language prior to use. For the younger child, the recordings are too far advanced. Consequently no syllabus has been drawn up. It would seem to be a "hit and miss" arrangement.

Bilingualism in young children tends to retard their learning of their mother tongue. Some children with

language disabilities are further hampered academically and emotionally by instruction in a second language.

In fourth grade, the pupil learns to formulate what he wants to say, and is encouraged to express himself well. He learns to discuss openly and contribute to other's talks. Throughout the term, he learns the various parts of speech, how to write good sentences, and how to write original stories of one or two paragraphs. Here I would like to mention the "slower" student. From the beginning, he had trouble expressing himself orally and when he approaches the written word, he can neither spell, write, nor think logically. He becomes reticent and occasionally "cantankerous" because he cannot do what the others can. Here is a child who has problems communicating in English, how then could he be burdened with a foreign tongue and be expected to reap all the benefits, if there are any?

Older children learn a foreign language more rapidly than do younger children. "The childhood years may have the advantage in linguistic flexibility, but the late high school and college years are the period of greatest learning ability and are closer to the time of greatest possible use."² The experience of the armed services gives strong support to the idea that young adults with strong motivation learn languages much more efficiently than any other age group. Then why not concentrate on the junior high level for indoctrination?

To be somewhat effective, the program should be scheduled daily. Where is the time to come from? The basic elementary school curriculum is now overcrowded. In some instances, the classes are often too large. How many times do we hear teachers bemoaning the fact that the days are not long enough? There are usually three or four reading groups (this depends on the size of the class), physical education and art classes, which are essential, but are time-consuming. Since some classes are too large, there are bound to be varying levels of ability. Why encumber the child with an I.Q. of 70? Hasn't he enough to do keeping pace with the work that is required of him?

Other Avenues of Understanding

Does better understanding of the world come only from foreign language study? I should say not! The language arts, social studies, and music, for example, all offer opportunities for meaningful experiences with languages and peoples. Informal discussion of our language shows children how widely it draws from others. How often have you tried to explain the meaning of a word from our own language by making comparisons with its Latin or Anglo-Saxon word? Good readers by reading of children of other lands learn of language variations without having to learn to speak another language.

What is taking place in some of our parochial schools? From what I can gather, some schools have a foreign language teacher who meets once a week for a

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The "Easy" Teacher; Easy Way to Frustration

SLUMPING AT HER DESK after school on Friday, a victim of frustration, is the "Easy" teacher. Fortunately, tomorrow is Saturday. There will be time to file away two water pistols, four drawings (one labeled "Our Teacher"), one "Mad" magazine, one half-dead butterfly, and a partly eaten apple, besides stacks of uncorrected papers. And this teacher had resolved that "today would be different." But it was not.

She has a charming personality, is self-sacrificing, charitable, and merciful, and, from all outward appearances, should be a good teacher. But she is *easy*, not easy with herself, but easy with her pupils.

Begin Right

Monday Morning. It is *not* a blue Monday. The warmth of the early sun is just enough to take away the chill of an October morning. Red-brown leaves are still falling as the "easy" teacher arrives at school to begin the day's work. *Today* she will tell her pupils what she expects of them. It is *now* time for them to get down to business. Today? Now? October? Is she not already one month late? The first day sets the tone for the year.

That first day in September is the day for the signing of the year's contract—the contract which binds both parties, the teacher and her class. Both must know the terms of the contract, and both must keep its terms or suffer for violations. The first day is the day when the year's biggest transaction takes place. The teacher makes known the various clauses of the contract, gives any necessary interpretations so that there will be no doubts in the minds of her students for as long as the contract binds, which is one year.

Be Positive

Taking a positive approach—what to do instead of what not to do—the teacher can enumerate briefly the various directives which will guide her pupils through the year. Such items as the arrangement of papers, the marking system, seating plans, bell signals, cleanliness of room and person, tardiness and its accompanying

penalty, excuses for absences, and many others will clearly define for the pupils the objectives which the teacher has in mind. Sometimes it is advisable to mimeograph these directives for both pupil and parent as this will prevent misunderstandings during the year. Examples of such directives are these:

School Hours: School is in session from 8:45—3:00.

(Parents will know when to expect their child home and when to send him to school so that he is not late.)

Homework: Students will have approximately 1½ hours homework each evening. (This eliminates the question of parents, "Don't you have any homework?"—or—"I didn't know he had any homework.")

Lunch: A hot lunch is served in the cafeteria for 30¢. Those who do not wish this lunch may bring their own. All eat in the cafeteria. (That no one leaves the school premises is understood.)

This list continues until all important items have been covered and all know what is expected of them. An added written and verbal challenge to the class and a promise of a happy year to all who work together to keep order, will be an incentive for all to cooperate. At the end of a day an occasional, "Wasn't today a happy day? All of you helped so much . . . not one caused any inconvenience. I'm proud of you!"

But it was not this way for the "easy" teacher.

Be Consistent

Tuesday Morning. Yesterday's promise of a golden sunny October Monday faded as the day progressed into the traditional "blue" Monday for one whose hopes never seem to materialize. The "easy" teacher *did* tell her pupils what she expected of them, but not only was she one month late, but by now her pupils knew she would never carry out her threats. Pangs of frustration had struck at her heart before that "blue" Monday of yesterday was over; yet hopes for a better day were again hers. Today, Tuesday, she would carry out her words of warning which she made with such sincerity yesterday. Whereas formerly she had tried merely to frighten her pupils by threatening punishments, today she would insist that they do the punishment. However, her pupils knew by experience that if she said, "Write what you said 1000 times," it would be either changed to 100 or canceled before the day was over. Thus they continued their disturbances. They knew, also, that when she scolded and preached an accompanying sermon periodically, she would later apologize



Sister Harriet is principal of Charleston (W.Va.) Catholic High, which has in recent years established an unusually high scholastic record. Most of the students go to college. Some students come 20 to 30 miles to get a Catholic education. Sister has taught also in high schools in Ohio and New York, her subjects ranging from English, journalism, social studies, Latin, mathematics, and religion to business and music. The first two are her special interest. She has an M.A. from Marquette University.

saying, "I'm sorry I scolded you. You weren't that bad. Besides, you didn't mean it." (A merited scolding calls for no apology.) But today, (Tuesday) will be different.

The "easy" teacher (now suddenly become the strict teacher) begins with Albert, an habitual late-comer, who today is only two minutes late. "One hour after school," she announced with finality. (No one believed her.)

Less than an hour later, the familiar "The whole class will stay after school and write 1000 times, 'I must not talk in school.'" (No one doubted that this would be canceled, as usual.) But 3:00 came and there was no dismissal. One hour passed and the phone calls began. Worried parents arrived at the school. Susan had a piano lesson. George had waited two months for this dental appointment. Henry carried papers. One by one the pupils were excused. Those whose parents did not call were the unfortunate victims of the "easy" teacher trying desperately hard to be strict. By 5:00 a bitter attitude of injustice reigned and the strict teacher was forced to return to her easy ways and send home the remaining numbers without their completing the punishment. A victim of frustration, she left the building wiping away a few tears that fell on the washable ink of her history papers.

She had set the tone for the year on the first day, and had established it by her inconsistencies, her failure to carry out her word. For some reason, though, teachers never remain discouraged long. Tomorrow was another day.

Command Respect

Wednesday Morning. The steady beat of rain against the slate roof tapped the rising hour for the fast-becoming frustrated teacher. Rainy days were restless ones, and the week had already been bad enough. Three more days and Saturday would be here. Lately, living for Saturdays was becoming more pronounced. Not only was it raining, but this was one of those mornings when everything went wrong—the alarm, a misplaced book and umbrella, some hectograph paper, Danny's knife which she promised she would return if he were good (he would never be good—may as well return it).

The "easy" teacher finally arrived five minutes late only to find the class in complete disorder. She had tried so hard to be popular with her students, to make them like her, but they did not respect her. For one reason, she was too much of a *pal* to them. After school at night she was the most popular teacher in the school. She was *one* of them, one of her pupils, only a little more clever, a challenge to their wits. But when it came to serious business, she was unable to command their respect. So when she entered the room this drizzly Wednesday morning, her pupils were ready for one of those after-school sessions of jokes and teasing. In fact, they were prepared with a good one, but after all the calamities the teacher had suffered before she left for

school, she was not in the mood for their escapades.

Evidences of Disrespect

Evidences of disrespect occurred frequently during the day over such things as opening or closing a window, sharpening a pencil at the wrong time, working the problem the other way, reading a comic magazine. Again, the cause could be traced back to that first week in September when there was evidence of a lack of order and organization. Had such things as a seating chart been hanging on the bulletin board when the pupils arrived, if a list of charges for the first month had already been posted, if the daily schedule had been clearly established, if general order had been defined, if a strong challenge to work together efficiently for the good of all had been impressed upon them, the pupils would have said, "Our teacher is good." They would have meant that she had system, powers of organization; that she gave them a sense of responsibility; that she knew what she was doing. They would have expressed it in their own boastful language, "Our teacher is smart."

Having failed yesterday in her supreme endeavor to carry out her word, the "easy" teacher avoided any threats or outright punishments today. She let one thing slip by, only to have a worse infringement follow.

By the end of the day she reached weakly for the aspirin bottle, packed away the accumulated day's loot in an already stuffed cupboard, and after sending away her after-school clique, trudged homeward, discouraged and dejected. And the pity of it was that she had tried so hard.

Be Prepared

Thursday Morning. A restless night is a poor preparation for a day in school. Worse than that, the "easy" teacher had not prepared her day's class work. "After all," she mused, "I've been teaching long enough to know how to get along." So she was completely surprised when she was unable to answer a question of one of the brighter students on the early Greek plays. The history book had merely mentioned their names: Aeschylus, Sophocles, and Euripides and the names of their greatest plays.

"What were those plays about?" George asked.

"About the Greeks," she answered.

Not satisfied, George probed deeper.

"Oh, that is not important. Just know the names."

Had she been prepared to give at least a synopsis of one of the plays, she would have aroused the curiosity of George and the class concerning the others. Also, they would remember the names of the plays. But they were slaves to the textbook. Their teacher added very little of her own to enrich the lesson. Such facts as names, authors, and dates were becoming more boring day by day to the class. George propped a paper covered copy of *Huckleberry Finn* against his history book and began the third chapter. Others in the class, less intelligent, began to amuse themselves in a variety

of other ways that only youth can devise. English period was no different. When the "easy" teacher started to explain the next page in the text, uninhibited Sally said, "Aren't we going to have our test?"

The unprepared teacher had forgotten to make it out. "Oh, we'll have that tomorrow."

"You said that yesterday," impetuously called out the boy in the last seat.

That was the signal that tightened almost every nerve in the "easy" teacher's body. She was inconsistent, failed to command respect, was unprepared, and was fast becoming a nervous wreck. It was only October. How would she survive the year? How would she survive one more day?

Friday Morning. The knowledge that today was the last day of the week was the only incentive that moved the "easy" teacher to go to school. Tranquilizers no longer helped. Besides, it was not a tranquilizer she needed; it was a lesson in "How to begin a good school year," and a second lesson in "How to keep that good beginning all year." Her head pounded as she entered a classroom whose pupils were devoid of order, lacking in courtesy, unaccustomed to responsibility, bereft of class spirit, and ignorant of the importance of sustaining a business-like, scholarly attitude in the classroom.

This teacher did not have clearly defined objectives in her own mind; consequently, neither did her students. She had been afraid to be firm on that very first day because she had wanted her class to like her. They, in turn, had wanted to like their teacher, but she lacked the qualities which instill love and respect for school and teacher: order, consistency, firmness, enthusiasm for a goal. They missed the challenge they were ready for after that long aimless summer; they longed for an ideal—someone far above them, someone who would inspire them, but she was *one* of them.

Missed Chance Not Regained

Students are never more ready to give the best they have than they are in September. If the teacher misses that chance, it is not likely she will get it again later in the year.

The "easily-frustrated" teacher limped through the day making occasional desperate attempts to rectify the various classroom situations that repeated themselves periodically. A failure in her own eyes and in the eyes of her pupils, she presented a definite picture of frustration. And, indeed, she was a victim of frustration.

It takes so little and yet it means so much to plan carefully, to assume a business-like attitude, to know your objectives and make them known to your students. Remember, both parties must be aware of the terms of the contract. Check the slightest violation the first time it occurs. Do it gently, but *do* it! Establish order *first* and the rest will follow.

If you begin right, are consistent, command respect, and are well-prepared, then you will not be an "easy" teacher who paves her own way to frustration.

I Say No to FLES

(Continued from page 375)

half-hour in Grades 3 through 8. Then the Sisters of the particular religious order carry on when the teacher leaves. The instruction that the child receives is learning his prayers in a foreign tongue. I personally think it would be delightful to hear third or fourth graders reciting the "Hail Mary" or the "Lord's Prayer" in French, but where is there any value?

How Appraise Program?

During our investigation period, our FLES Committee asked several schools for their evaluation of the program. Many letters were received but not one stated whether or not it was good or bad. By evaluation we wanted to know how proficient the children were in the use of the language. Could they after three or four years converse in that language? The only testing that can be done is to measure the writing and reading ability of the student. And in Grades 3 through 5, there is no contact on the part of the child with this aspect of the language. Therefore, how can we know how much the child has been able to absorb?

Many a school system has been approached by its local P.T.A. and other parent organizations, as to when they are going to have it. Adults have more motivation than the children! Is it wise for the average child to add another interruption and subject to the schoolday? Will it hurt the average child to give up twenty minutes a day? Would the time be better spent on fundamentals? Since most children have no use for a second language until after high school, would it not be better to concentrate language teaching nearer the time of possible use? If we must have FLES, what language should be taught? What is the need for this particular language? At what grade level should it be introduced? What is to be done with children who come from other schools and have not yet encountered foreign language study? Should they be allowed to roam the halls of a school or go to another grade that is starting in on the language program? These are important questions, and yet it is impossible for educators to anticipate who will need a language and which of the many languages should be taught. We are not going to solve the problems of the world just by teaching French or Spanish to third or fourth graders! These languages may in twenty years have no significance.

In summation, I would like to add that, as an elementary school teacher, I feel that we should develop an interest in several languages showing the child that people everywhere are basically the same, insofar as we have common feelings and experiences although the words that are used may have entirely different sounds. FLES tells us that its method is a way of learning of other peoples, but this is not entirely true. If so, we would have to study more than one language.

¹ John B. Geissinger, *How School Administrators View FLES*, address before N. J. F.L.T.A., Montclair, N. J., March 12, 1960.

² *The Compass*, N. J. State Dept. of Education, Vol. 2, No. 1, February 1960.

By WILLIAM P. ANGERS, Ph.D.

The Case of Benny—An Adlerian Approach

ALFRED ADLER WILL LONG BE REMEMBERED for coining the phrase "inferiority complex." This, however, is only one of his great contributions to the fields of education, social work, psychology, psychotherapy, and psychiatry.

Some other less mentioned, but equally important, concepts for which Adler pioneered the frontiers of knowledge and which constitute his *Individual Psychology*, are: organ inferiority, feelings of inferiority, life-style, family constellation, the guiding fiction, social interest, compensation and over-compensation, unity of the personality, holism, side-show activities, subsistence-society-sex, as if, two to make a neurosis, total personality, cooperation, purposiveness of behavior, goal, spit in their soup, early memories, step forward and backward, early recollections, and his contention that treatment should grow out of diagnosis.

The case of Benny, an 18-year-old boy, demonstrates the effectiveness of applying Adler's principles of Individual Psychology to the techniques of Adlerian Psychotherapy. The wealth of information contained in the medical, psychological, and social reports of Benny is a rich background for the presentation of his case.

Medical Factors

Benny was first examined in a clinic in 1948* when a medical diagnosis of spastic paraplegia was made. Since that time he has had periodic medical examinations approximately every six months. He has also been given physical therapy to improve his gait pattern.

Currently, Benny is physically independent—taking care of his own needs, traveling by subway and bus, etc. He has a somewhat awkward gait, due to a knee flexion deformity. A corrective surgery involving bilateral supra-condylar osteotomies has definitely been deferred because of psychological factors.

These recommendations of surgery have not been discussed by the physicians with Benny nor with his parents as he has freely stated that if surgery were recommended, he would not consider it.

Comment: It may be seen from the medical report that Benny is using his physical defect (actual organ inferiority) as a crutch which gives the basis for the development and maintenance of his life-style of infantile dependency. No doubt, this may account

* The medical, psychological, and social reports were not made by the writer of this paper. The Comments following each report are the writer's.

for his not wishing to undergo surgery at this time. This hypothesis will be tested in the course of therapy.

Benny, an alert appearing boy, was very much aware during psychological testing of the social situation of which the examination is a part, and he took keen interest in the test materials.

His father was present during the initial part of the test and seemed to dominate the boy to a noticeable extent. Although Benny appeared to react to this in a good-natured way, it appeared to the examiner that there was a denial of negative feelings in Benny's eagerness to accept instruction from the father.

This boy attained an I.Q. of 109 on the Wechsler Intelligence for Children, placing him in the group of high average intelligence. With the exception of a very high comprehension score, interest scatter was moderate. He also did very well on the picture completion test, indicating a superior awareness of everyday detail.

The picture arrangement test performance revealed an ability to structure a given social situation in several ways, but he had some difficulty in deciding upon the correct arrangement. He seemed to see too many possibilities in such situations and as a result became very uncertain. An uncertainty was also evident in the arithmetic test performance: He asked the examiner to repeat several questions even though knowing the answers.

When asked to draw a man, Benny complied by drawing the face, and only with great difficulty was he able later to draw the whole man. Organization of the figure was good; size and special relationships were preserved. There was, however, a stylized quality in the drawing of the face in which there was suggestion of a denial of emotion.

He expressed great hostility toward the figure, saying that it looked "terrible . . . the head is so small . . . the pants are lopsided. Whoever heard of a man

Dr. Angers teaches vocational counseling and occupational adjustment at the Newark College of Engineering where he is also counselor at the Counseling Center. He was formerly staff psychologist at Fordham University, staff member and psychotherapist at Adler Clinic and chairman of its seminar for the clergy. His experience extends from instructor to full professor in philosophy and religious education. He is a graduate of Providence (R.I.) College, and has an M.A. from Catholic University of America, a Ph.D. (Agregé en Philosophie) from the University of Montreal, a Dip. Th. from the University of Laval, and a Ph.D. in psychology from the University of Ottawa.



with one foot shorter," and feelings about his father: "He walks around like a tough guy . . . he might look it but you can't tell, probably knock him over on his ear."

Bright But Maladjusted

Over-all impression is that Benny is a bright boy who is, however, seriously maladjusted. There is a rather strong repressive and projective defense system, one of the manifestations of which is an unusually strong need to know what is going on about him in order to be able to defend himself against unforeseen emergencies.

Comment: It would appear from the psychological report that Benny is an alert, sensitive, intelligent boy. Although he has some degree of social awareness, he is unable to develop adequate social interest because of his unacceptable self-image stemming from the organ inferiority. There are behavioral elements of passive obedience towards the father which will be worthy of further examination.

Social and Familial Factors

The social service record shows a letter from Benny's mother in 1950, requesting that the agency write to the draft board to recommend a deferment for Benny's father who had been recalled to active service. It seems that the father had been out of the home when Benny was six years old (1946). Since then Benny had been very insecure and withdrawn. His mother also described him as being melancholy, afraid to be with other children, and fearful his father would leave him again. When the father was recalled to active service in 1951, the mother was very upset and made repeated requests that the agency ask for his discharge.

In 1954-55, a psychologist tried in vain to interest Benny in counseling. Then in the summer of 1955, Benny was given some aptitude tests. His mother was told of his need for psychotherapy.

A social worker from one clinic started to see Benny in early 1956 from which time he kept almost weekly appointments until the summer of 1957. At first Benny's attitude was jovial: he spent considerable time telling jokes and referring to himself in a sarcastic, self-depreciating manner. He was very suspicious, expected no one to like him, was mistrustful. He referred obliquely to incidents which were of importance to him, but he would refuse to relate them. He expressed hostility towards adults whom he feared were forcing him to do things. He thought one of the ideal times in life must be when a person no longer went to school, but had a job. He longed for freedom, but was afraid of it.

He related incidents which pointed out that he thought of himself as weak, ineffectual, and a coward. He was envious of other boys his age who developed muscles, who were able to be the center of attraction by clowning, or who were able to date girls. He was fearful of his own impulses and what would happen if he should lose control of himself. It was difficult for

him to express his fantasies of where such lack of control might lead him. It was fairly clear, the social worker writes, that he was afraid of becoming delinquent and hostile aggressive.

Finally Discusses Problems

It took many months before Benny dropped his joking, jovial attitude and concentrated on talking about what bothered him. He showed himself to be a sensitive, thoughtful boy, who was able to see and describe changes in himself, but denied that the changes had any connection with discussing his problems. It took an even greater length of time for him to recognize his fear of his own anger, and finally to express openly his feelings towards his father.

His father's attitude has been constant in that he pushed the boy to go out with girls. He teased his son by telling him all the good times he had in his youth. He nagged him to obtain a job with security.

Benny recalled a period of time when he was deeply depressed and did nothing except sit in his room. Being somewhat reticent he had no wish to communicate his thoughts to his father. In interviews during 1957, he expressed the feeling that his father is an immature person who would not understand him.

Benny also related the following: his father told him in the presence of his mother about the dissatisfactions of their marriage over a long period of years, dating the beginning of the difficulties soon after Benny's birth. However, he reported a good relationship with his mother and the other sibling, a younger sister.

From 1956 to 1957 Benny spent his free time playing pool and bowling. He occasionally went to parties, but never invited a girl to go with him. He has observed the behavior of other boys and expressed envy of them. He was continually absorbed with thoughts about girls and sex, but he always anticipated rejection. He would not ask a handicapped girl, and would not socially associate with handicapped people.

Seriously Concerned about Future

There were still times during his interviews with the social worker when Benny tried to appear blasé, but underneath it all Benny seemed sincerely concerned and worried about his future. In the first part of 1957, he was unable to face a referral to a governmental rehabilitation agency and when told of an evaluation program for crippled and disabled persons, he reacted sensitively to this because he would be with handicapped people. Because he lacked training for a job, the social worker felt that these programs probably would be an advisable step for him. He had no ideas as to what vocation might interest him. He verbalized his fear of becoming an employed person with responsibilities, and facing the future as an independent person. Finally, he accepted the suggestion of seeking psychotherapeutic help.

Comments: The social service notes tend to confirm

a previous impression of the life-style of Benny and reveal some encouraging aspects of his total personality. The previous impression, now confirmed, is the infantile dependency which is manifested more clearly by the withdrawal and melancholy of Benny when his father is recalled into the Armed Forces. He maintained his position of infantile irresponsibility by insisting that he could not accomplish anything even before he tried; by his being very suspicious; expecting no one to like him; his wanting to be the center of attraction; his distrustfulness, his fear of his own impulses and losing control of himself; his fear of becoming employed; his fear of accepting responsibility; and his fear of facing the future as an independent person.

Effects of Organ Inferiority

The psycho-social effects of the organ inferiority becomes more evident if we see it not as a thing-in-itself but in the use he makes of it. The inferiority complex is reflected by his sarcastic, self-deprecating remarks; the selective incidents he related which point out his thinking of himself as weak, ineffectual, and a coward; his envy of other boys his age who developed muscles and successfully dated girls; his rejecting his parents; and his rejecting handicapped girls and people—a reflection of his unacceptable self-image.

The encouraging aspects of his total personality revealed in the reports are: his good relationship with his mother and sister; his starting to cooperate with others when he seeks psychotherapy; his beginning to become aware of his infantile dependency on his parent which probably accounts for some of his hostility toward the father; his temporarily leaving his crutch when he starts taking an interest in pool and bowling; his longing for freedom; his desire to seek happiness in what Adler identifies as the three problem areas of life: subsistence—wanting a job; society—wanting to make friends; and sex—wanting to love

and be loved. These points will be helpful adjuncts in the psychotherapeutic process.

Perhaps before proceeding further, an examination of Benny's place in the family constellation would be appropriate. It may be inferred from the report that the parents were anticipating the birth of Benny, but were disappointed when he was born to them with an actual organ inferiority. The dominant attitude of the father's denial that his son is atypical intensifies the inferiority complex in Benny and further moves him in the direction of infantile dependency. This is reinforced by his being the older sibling and by his relationship with his mother who is also dependent upon the father.

Psychotherapeutic Process

On the basis of the medical, psychological, and social service reports as well as personal interviews, the nature of the problem was determined: Inferiority Complex based originally on an actual organ inferiority (spastic paraplegia) resulting in a mistaken life-style of infantile dependency on the father. There is a good prognosis: he is an alert, intelligent, sensitive boy who has some degree of social awareness. He has made a start at developing his self-esteem, co-operation, and social interest towards a total personality integration as a result of therapeutic efforts to increase his social awareness.

An Adlerian is trained to be optimistic about the treatment of his patients regardless of age, sex, or problem because the urge to survival is on his side. He must also forsake his desire for personal recognition in favor of the patient's growth. This was not a difficult thing to do in the case of Benny who presented a challenging picture. According to Ansbacher and Ansbacher,¹ there are three steps in Adlerian psychotherapy: understanding the life-style of the patient; explaining the life-style to the patient; and strengthening social interest.

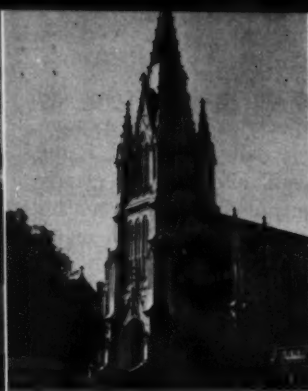
His life-style of infantile dependency on his father had varied parts as constituents of the whole. First, he was dependent on his father for the satisfaction of his basic needs and gratifications, like seeking his father's approval. Second, he had an actual organ inferiority (spastic paraplegia) at birth which he used to justify his infantile dependency (exploitation) on his father and he used this as a convenient crutch for secondary gains, like obtaining a weekly allowance of \$5.00 which was supplemented upon request, etc. Third, the rejection of Benny by his father who ridiculed him, blamed him for his unhappiness in marriage due to their losing face at his birth and the father's overprotecting and overindulgence of him (i.e., with a generous allowance). And, fourth, his dependency carried over into his religious life as was revealed in the process of psychotherapy.

Being an alert, intelligent boy, Benny was able to

A senior at Ursuline Academy, Paola, Kansas, is detecting uranium with a Geiger Counter under the direction of her chemistry instructor, Sister Francis Hugh.



¹ *The Individual Psychology of Alfred Adler* (Basic Books, 1956), Chapter 13.



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Student personnel services: freshman orientation sponsored by the student council and the faculty; a counseling service in the areas of personal, social, and academic adjustment composed of faculty advisers, the chaplains, dean of students, the registrar, the heads of departments, upperclassmen ("Big Sisters" and dorm counselors) and the director of student personnel services; lectures and concerts, the annual Campus Artists Series, and tours of San Antonio; religious retreat; formal and informal social functions; health services; and placement office.

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EXPENSES

General Fee.....	\$ 25.00
Tuition (per semester).....	200.00
Board	275.00
Rooms	100.00

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ILLUSTRATIONS

Opposite, top: Seniors march before the main row of campus buildings on their way to graduation; a landmark of the College, the chapel of the Sacred Heart; a modern library makes study easy.

Opposite, bottom: future medical technicians train in well-equipped science laboratories; basketball is one of many popular sports on campus; language students use the latest in modern electronic equipment for study and drill.

This page from top: modern dormitories are perfect for relaxation; creative expression has an outlet in the art studios; part-time jobs help a student gain experience and pay her expenses; social events include the crowning of the school Sweetheart at the annual Valentine's Dance; freshmen have a thorough orientation program to acquaint them with college life; collegians go Western for the annual San Antonio Rodeo.



understand and accept on an intellectual level his own life-style when he was confronted with it by "spitting in his soup." ("Spitting in his soup" means that he cannot repeat his old exploitative responses without now being aware of them. What he formerly did without awareness, has become a factor of increased social consciousness.)

Technique of Encouragement

The Adlerian technique of encouragement towards productive independence was used concomitantly to assist Benny to develop his total personality rather than to live only a distorted part of it. He was able to realize the inter- and intra-dynamics of the parts of his personality (infantile dependency and actual organ inferiority) to the whole personality (inferiority complex) and the reverse effects (whole to the parts) which is known as the "holistic approach."

But Benny was also a sensitive boy with feelings and emotions as constituents of his total personality. An Adlerian therapist shows how the intellectual as well as emotional factors work together in the psychotherapeutic process toward the purpose of each individual behavior-goal. After several sessions Benny began to understand and accept the responsibility for his life-style on the emotional level. As he gained insights, he was encouraged to take positive action towards becoming a more productive person and towards developing his total personality.

Benny continued to proceed hesitantly in the life-area of subsistence with "a step forward and a step backward." He applied for a job and had to take a test which he failed because "I was thinking too much of my father." When he accepted that this was one of his old tricks, or excuses for keeping his infantile dependency, his next attempt was a successful one. But this was done after he experienced resistance in the form of expressing hostility against his father due to his dependency on him which he wished to break away from as well as his own resistance to change.

Accepts New Responsibility

On his own initiative he finally visited the governmental rehabilitation agency. As he was ready to extend his cooperation to others and with the aid of aptitude tests, he registered for school in order to learn a trade. He related how he was afraid when he approached his father to sign the necessary papers so that the government would take care of his tuition expenses. His father signed the papers and told him he would have to buy his own books. His initial reaction was to indulge himself in a "side show" or temper tantrum. But he remembered the meaning of infantile dependency and instead took the mature reaction of accepting this new responsibility. This was the result of the awareness of "spitting in his soup." His new response was stimulating to him, and increased his self-confidence.

With the development of self-esteem and self-confidence, it was not a difficult task for him to strengthen his social interest. However, before this could be accomplished, Benny first had to learn how to take care of himself.

His early recollections were always about being helped by his parents or others because he was a "deformed" person. He also remembered being a failure in whatever he attempted, oftentimes before he even started. When he accepted that these memories were also part of his life-style and that they served his purpose of remaining infantile and exploitive, he was able to obtain a full-time job, which will become part-time when he attends school. He found his work satisfying, and paid for his school books and equipment with his first pay check. He was proud to return the \$5.00 allowance to his father and he managed to pay his parents a meager amount for his room and board. His father resisted his son's effort at financial independence. But the boy realized that the father's refusing to take the money was his way of keeping him dependent, thus appreciating that "it takes two to make a neurosis." After Benny remained firm in his decision, the father reconciled himself to the change. Therefore, Benny had the courage to accept himself as a maturing person not as a helpless, hopeless infant.

Change in His Religious Life

There was also a change in his religious life. Formerly he had identified God with his father. He gave up praying because God did not always grant a favorable reply to his petitions. When he began to accept that he was even exploiting God, he resumed the practice of his religion because now he understood the true meaning of prayer to a Benevolent God.

Compensation and over-compensation for his physical defect previously had been achieved through autistic indulgence. His dreams and phantasies were always about being a robust man, in fact a "champion." It also served as a convenient crutch for not developing social interest, for "no one likes to see or be with a cripple." He was sure that other people either avoided or rejected him because he was "ugly." This attitude in turn made people reject him because he gave them no profit in knowing him. Many sessions elapsed before the therapist was able to take the profit out of his neurosis by assisting him to realize and to accept how this fictive goal of rejection was served by his actual organ inferiority and gave no profit to others. When this was achieved he was even willing to undergo surgery should the surgeon recommend it. An early recollection of circumcision, fraught with painful memories, contributed to his reluctance to consider surgery at an earlier time.

With this release from old goals in the life of Benny came a surge of vitality. He started to date girls and even dated a girl who had also been afflicted with

(Continued on page 389)

Sister Teaches in a Public School

ARE YOU HAVING FINANCIAL DIFFICULTIES in your school? Do you wish you could add more classrooms? Have more teachers? Pay your present ones better salaries? Has the idea of asking for state aid ever occurred to you? Yes, making your school tax-supported, and still keeping the Sisters?

Before you knock at the door of your state board of education, let me show you, as objectively as I can, a school which has such a set-up. I do not claim that our situation is typical of all such state aided schools, but it is one. I think the basic principles involved would be the same in any situation.

District 103, St. Paul, Neosho County, Kansas, is a rural area centered in a parish begun as Osage Mission in 1847. It was the mother parish from which the Jesuit Fathers carried the Gospel of Christ to the southern half of Kansas. Indian boys and girls, as well as the children of white settlers who had come from states farther east, learned the truths of God and His world in schools subsidized by the United States government. Government support of education has become as much a matter of tradition as the religious who teach. "We've always had the Sisters; we've always had government aid," the "natives" could say.

Effect of Consolidation

The present enrollment of the elementary and secondary schools is 300. About 90% are Catholic, drawing from several neighboring parishes which have no parochial elementary and/or secondary school. Prior to the consolidation which occurred in 1953, the school, although the recipient of state aid, was administered like a parochial school, with the Passionist Fathers, who have served the parish since 1894, at the helm. On the other side of this small town was another institution of learning the "public school," called the West Side. The present St. Paul Public School is a composite, one might say, of the two schools. What has been the effect of the consolidation?

A view first, of the physical aspect, is pleasant, indeed. There is plenty of building space, even for a curriculum enlarged to include vocational training in agriculture, shop, and home economics. The teaching staff is adequate in number and varied in personnel. There are eight Sisters and eight lay teachers (Catholic and non-Catholic) besides the Catholic lay administrator. The classrooms are not crowded.

On the Spiritual Side

On the spiritual side we note a greater unity in the town. There is no more animosity between the "Catho-

lic school" and the West Side. Most of the non-Catholics in our school are among the students of desirable attitudes, demonstrating a respect for knowledge and authority. There have been some four or five converts in the seven years. They have sometimes admitted the rise in standards which they had to meet, and are grateful for them.

District 103 continues to grow in all directions because of the consolidation. Catholic boys and girls attend here in preference to other high schools which would be just as convenient or perhaps more convenient. They want to go to a "Catholic school."

"Catholic," it is, in a sense. Certainly we can be sure the school is not infiltrated with Communists. We can find appropriate times to explain the beginning and end of men and standards of right and wrong embodied in the Commandments of God. We can explain God as the Author of all creation, the Designer Infinite, the Perfect Artist. We can point out the need for God in government, in family life; the result of trying to ignore Him. All this is part of reality. We can give a true education in the arts and sciences.

Indirect Method of Teaching Not Easy

However, this *indirect* method of teaching God is not easily incorporated into the teaching of a Sister who has been accustomed to the freedom of a Catholic school. It presents intellectual and spiritual difficulties which must first of all be resolved in the individual Sister if effective teaching is to result. It requires a fairly good background in Catholic philosophy and close integration of that philosophy with the subject at hand. Then sometimes there is a cantankerous patron who tries to disturb the peace by objecting to such irrelevancies as Sister's missal on her desk. This usually succeeds in freezing everyone's efforts to teach God's design—for a while at least. Then again, things go along smoothly and we find the Latin class translating the Psalms. Vocal prayer, the sacramentals, religious posters, etc., are at first conspicuous by their

Sister Eustasia was a teacher for six years at the St. Paul Public High School, District 103, St. Paul, Kansas, having prior to that been a teacher at St. Mary's High, Wichita, and grade school teacher and principal in parochial schools of Kansas. Her present position is Mistress of pre-postulants at St. Mary's High School, Wichita, Kansas, teaching also English, speech, and choir. Sister graduated from Friends University, Wichita, and she earned her M.A. in English at the University of Notre Dame.



absence, and then after a while Sister is almost alarmed at her own failure to miss them.

Watched More Closely

We note that we are often less free to carry out religious projects than a public school without Sisters. The reason is that we are being watched more closely. This vigilance, however, is not from the state board, but from local people who may have an axe to grind, and are hoping to find some loophole in the school's observance of state laws regarding the separation of Church and state. So until a Sister can grasp the situation well, establish herself somewhat favorably with the patrons she may feel thwarted in carrying out the cause for which she has dedicated her life. Only through an obedience which tells her that this is the will of God for her, here and now, can she re-establish an order in her spiritual life. Needless to say, this adjustment must precede any indirect teaching of God and His ways with man.

More Relaxed Discipline

Adding to the difficulty of making this adjustment the Sister will probably notice a more relaxed discipline in the school, and probably less stress upon the rules of Christian politeness which she may be obligated by her Rule to teach. Public schools belong to everyone in the community. They must accept those who apply, and they find it more difficult than Catholic schools to rid themselves of less desirable students. Sister's allegiance to her high principles of Christian living must find a subtle mode of expression.

Problems, somewhat more personal, also confront her. There is the awareness that she belongs not to the parish, but to the board which hired her. The parishioners' way of saying "our Sisters" seems to be subdued by the board's "We're paying her." The pay, more to be sure than that received at a parochial school, is, however, usually only a per cent, 50% to 70% perhaps, of that of the other members of the faculty. Thus Sister again feels below par. "Are we really wanted because we are Sisters? Or are we an economy measure?" Such thoughts may or may not be justified by the actions of state-aided public school boards hiring Sisters. Nevertheless, to Sister the problem of "belonging" still remains.

Religion Relegated to Before School

Another difference that strikes its blow every day is in the teaching of religion. The doctrines of our Holy Faith, which the early missionaries labored to bring to the Indian savages, instead of being freely woven into every class, are relegated to a hurried twenty minutes before classes begin. Because of a

state law prohibiting religious sectarian doctrine to be taught under a public school roof, these religion classes must be taught in the church and in rooms in the church basement, lacking, of course, the common aids of desks, chalkboards, proper acoustics, freedom from interference, etc. These classes, however, are just enough to give many parents the idea that their responsibility for religious education of their children is taken care of. The Sisters teach them, and everything is fine. Actually, the case is much different. The time is too short; attendance and preparation are difficult, if not impossible, to exact. Consequently, too often Johnny does not know his religion, even though he has had Sisters almost all the way. And it doesn't seem so important to Johnny. Religion period is the shortest period of the day, and the easiest to "get by." Dad and Mom seem to be satisfied with the arrangement, so what is Johnny to think?

Takes More to Make a School Catholic

The parental complacency which is evident concerning religion classes carries through the entire curriculum. Parents think that because the Sisters are teaching in the school that it is a Catholic school. However complimentary this idea is to the Sisters, it is contrary to fact. It takes more than Sister teachers to make a school Catholic. Very often we feel like MacArthur in Korea—sent, but tied.

On the other hand, by this very restriction, teaching in a public school presents a challenge to a Sister. Though she cannot teach Christ's Church directly, she must show forth Christ. She must bring Him into every class not in the words of the doctrine of His Church, but in the working according to His way of life; she must teach Christ by example. Her virtue must show Christ's doctrine. This is a task for saints.

To Sum Up

To sum up the situation from this brief sketch: Sister teachers in a public school do not make that school a Catholic school; children soon feel that religion is of secondary importance. The Sisters have great difficulty resolving the conflict between themselves and the school in which they teach. They are dedicated to teach Christ; the school must be non-sectarian. To circumvent the limitation of freedom effectively requires more than ordinary spiritual and intellectual prowess.

Maybe schools set up like District 103 are a partial answer to our Catholic education problem. Every solution has its risks in the solving and no solution is perfect in practice. But let us beware of expecting any panacea with state aid.

The "Science" Called Sociometry

THE SCENE is an eighth grade classroom. Three pupils have been chosen to play the roles of a teen-age daughter, a "strict mother who is concerned about her child," and a lenient father, who holds that "the child is old enough to do as she pleases." The mother thinks that the child is too young to go with boys. The bases are obviously loaded in favor of the child and the lenient father. When the playlet is over, the girl who took the mother's part is asked if she liked the role; and she replies, "No, she was too strict." One of the boys observes that adults must realize "this generation is not like theirs."

And in another classroom, three children are appointed to "act out" a situation that occurred in the home of one of them. It seems that Junior asked for a larger allowance, and was refused. He plays the part himself; two classmates are his mother and father. After this little episode is re-enacted, the class gives Junior suggestions as to how he might improve his approach.

"Sociodramas"

These charming and original little scenes are known as "sociodramas." The idea is sold to naive American teachers as a means of helping the children "talk out their conflicts," or "release their tensions." What it does to respect for parental authority (and subsequently to respect for *all* authority), the teachers who accept it apparently do not stop to consider.

For extensive information on the origins of sociometry—which is the parent of the sociodrama and of various other techniques—we are indebted to the California Senate Investigating Committee on Education. In its Sixteenth Report, the Committee tells us that the father of sociometry is Dr. J. L. Moreno, who was (according to *Who's Who*) born in Rumania in 1892. He studied in Austria and subsequently in the United States. He did work at Hunter College, New York University, Teachers College, Columbia, and St. Elizabeth's Hospital in Washington, D. C. In one of his books, he acknowledges that sociometry was accepted much more readily by educators than by psychiatrists.

There appears to be no doubt that Dr. Moreno is recognized as a pioneer in the sociometric field. The

Committee quotes Franklin Patterson, who edited *Role Playing, the Problem Story*, as saying that "No work in role playing or sociometric techniques is without obligation to Dr. J. L. Moreno, whose pioneering in human relations research has opened up so many areas for study."

Dr. Moreno is credited with coining the words, psychodrama, group psychotherapy, action research, sociometric test, isolate, racial cleavage social quotient, interpersonal dynamics, and a long list of others.

It seems relevant to review, therefore, a little of Dr. Moreno's thinking.

In a book called *Who Shall Survive?* he tells us that he is not opposed to religion; but that we must try a new religion—one which "by no means excludes some of the insights which Marxism and psychoanalysis have brought forth." He avers that his "positive religion" is just as opposed to the "official religions" as it is to the "agnosticism, psychological and political doctrines of our time."

In another book called *Sociometry, Experimental Method and the Science of Society, an Approach to a New Political Orientation*, Dr. Moreno says that Marx made certain "errors," and thus failed to achieve his ideal of a "truly human, classless and stateless socialistic world democracy." We must therefore avoid these errors, he continues, and through the theory of sociometry achieve "small" sociometric revolutions. Sociometric revolution, he explains, is a revolution of *all* classes, of total mankind.

"As human society is ailing," the doctor explains, "we can expect a psychiatric empire to emerge gradually and spread over the globe. Politicians and diplomats will move into second status. Social scientists, psychiatrists, sociatrists and sociometrically oriented socialists will move into first." A future president of the United States, he predicts, may well be a psychiatrist.

Indoctrination of Any Set of Values

Highly directive sociodrama, says Dr. Moreno, can be used for the indoctrination of *any* set of values.

In a book for teachers called *Psychodrama and American Education*, edited by Robert B. Haas of the University of California, we find "A Script Derived from Role Playing and Used as a Warming-up Springboard for a Group Discussion of the International Control of Atomic Power." This takes the form of a soliloquy; and the American citizen who does the soliloquizing comes to the conclusion that "if the nation-wide propaganda campaign against Russia would be stopped, it would be a long step forward."

Theresa Mitchell is a mother of children ranging from the lower grades through high school. A college graduate, she majored in English and psychology. Her writing is extensive—devoted principally to education—and she has been published in *The Friar, The Tablet, The Wanderer, Crozier, Family Digest* and *Mary Immaculate Magazine*. She is author of the pamphlet: *Is Your School Progressive?* which was published by the Paulist Press.

This seems like an excellent example of the use of the sociometric technique for propaganda purposes.

Tendency to Build Resentment

In all of the sociometric devices, there is a strong tendency to build up resentment against things as they are. It seems inconceivable to the sociometrist that a child might be contented with his family, his economic status, and his station in life in general. The children are told to write about their problems, their worries, their fears, and their wishes. They are told to keep diaries and bring them to school. They discuss things that "bother them" about their parents.

Aside from the rather important fact that teachers have no authority, moral or legal, to engage in such probing and prying, it seems to have escaped them that while the child with real difficulties will conceal them, the children whose "problems" are negligible will magnify, if not manufacture them.

The Sociometric Test

Then, there is the sociometric test for determining the child's relationship with other children. This is how it works. The teacher tells the child to write down the person in the class that he would pick to invite to dinner, with a second and a third choice. Or, the child that he would choose for a best friend, or to help him with his homework—the possibilities are endless. In tabulating the results, the teacher takes a sheet of paper that's lined both ways, and writes the names of the children down the lefthand side, and the same names at the top, so that one of them heads each column. If Harry chose Franklin Delano as his first choice, the teacher puts a 1 on the line after Harry's name, in the column under Franklin Delano's name. Marlene chose Mehitabel for her second choice, so the number 2 goes after Marlene's name and under Mehitabel's. When this is completed, the result is a sociogram. It shows which children are the most popular and which one are "rejected" by the others. For bait, the teacher may suggest that this has something to do with a new seating arrangement, or an outing; and it's suggested that she should follow through with this after she's secured the information.

The device may be used in reverse, also. That is, the children may be asked whom they would most *dislike* inviting to dinner, or whatever the case may be—a particularly charming way to breed charity in the children! The teacher may even have the children write her a letter that tells *why* the decision was made.

Effect of Regrouping

As the California Committee observed, "The sociometric test will force children to identify and name their likes and dislikes, possibly for the first time. Such a test might increase rather than decrease tension." They go on to point out that the teacher's regrouping of children on the basis of the sociometric test may be disastrous, since the shy child may be made shyer

by association with an aggressive one; the fastidious child may be made miserable by association with one who is careless, and so on.

Also, they note that the major purpose of the sociometric test is *not* to avoid rejected or neglected children, but to bring about changes in the children's attitudes, and to inculcate "democratic values." Due to the differences in the backgrounds and interests of the children, the advisability of this is highly questionable.

The specialists in sociometric technique tell the teachers how to "draw out" the children, to encourage them to discuss their personal affairs in class. A book called *With Focus on Human Relations*, by Hilda Taba and Deborah Elkins, suggests: "Merely holding up a book and saying, 'This is a wonderful story about someone who had teen-age troubles like yours,' usually did the trick." Other books furnish lists of "problems" that they assure the children are common to others their age. All this material appears to go on the assumption that parents and children are natural enemies.

In some of the books for teachers, it is advocated that the teacher should visit the children's homes, and record her impressions. The California Committee cites a teacher's notes that report that the household furnishings are "meager and worn," that the mother seems "timid harassed." "It would seem," they observe, "that few, if any, parents would want such observations on the child's permanent school record." Yet these notations, the sociometric tests, the diaries, and all such data are to go in the child's cumulative record, which is to follow him all the way through school.

Of course, there is much to be said against the *existence* of the "cumulative record," except as a record of the child's grades.* The California Committee puts a finger on one of its most objectionable features when they say:

Before the teacher has ever met the child, she will be influenced by studying the child's cumulative record. She will learn about the child's behavior and attitudes as analyzed and recorded by former teachers. Thus, the child will be judged before he has a chance to prove himself to a new teacher.

Evaluations in Terms of Group Standards

The Committee noted also that evaluations of the child were made in terms of *group* standards. In order to be classed as "mentally healthy," the child must be

* Ed. note: We sense a parallel to the cited objection of turning the cumulative record into a complete "dossier." The parallel is found in the custom of a religious community of men whereby the members of the community do not give out the information as to the address and new assignment of a transferred Religious. Memory cannot confirm, or not, that this was a ruling of the founder of the congregation. The purpose is clearly stated: thus, a Religious who may have had difficulties with either pupils, parents, or even a pastor, would have an opportunity for a fresh start in his new school where he could be accepted for what he is and not in the light of transmitted gossip about his indiscretions, difficulties, or whatever his previous troubles may have been.

a successful member of a group, which lays an over-emphasis on group conformity. Not only are there perfectly healthy children who are not "group minded" (some of our greatest saints and scientists have been of this type), but sometimes the standards of the group may be much lower than those of the individual child and his family. They may vary widely with the standards that are taught by his religion. The danger of inculcating the idea that conformity, in itself, is a virtue cannot be overemphasized.

The Committee remarked also on the recommendation that facts in the record be withheld from the parents. The investigators ask: "Does this mean that the schools have authority above the parents?"

Some teachers argue that sociometric methods are quite safe when they are used in a good school, with conscientious teachers. This is simply a revival of the old fallacy that we can use teaching *methods*, and ignore the philosophy from which they spring. The methods were evolved to promote the philosophy.

Creating Malcontents

The constant suggestion that the child has "problems" that his family cannot help him solve, the insistence on his discussion of his personal affairs, the probing into his innermost feelings, the encouragement of resentments—all these can result only in creating a feeling of dissatisfaction and rebellion in his mind. Of course, some children will resist the sociometric techniques; but even then, they are not without their bad effect, as the child will then develop a resentment toward the school and the teachers, who are engaged in what he senses to be an invasion of his privacy.

In the eyes of a pagan society, the mother who insists that her children adhere to the commandments and the teachings of the Church is, simply by virtue of this insistence, "too strict." If the child is encouraged to believe this, he loses respect for parental authority—and from that point, it is only a matter of time before he loses respect for spiritual authority.

When Group Thinking Is Wrong

When the child is taught that "good" is in following the majority—even when the majority decision happens to be good—he is done an incalculable harm. An action is good because it is good; not because most of the children agree that it is. The child may later find himself in spots where the majority decision is dead wrong. If he has been taught to think that the opinion of the group is a good basis for making his decisions, he may lose his soul.

Even some Catholic teachers have accepted sociometric methods, and have tried to bring them into Catholic institutions and baptize them, thereafter presenting them as acceptable. It cannot be done. These methods are even less Catholic than were the false "conversos" of sixteenth century Spain, who pretended adherence to the Church by day and practiced other rites by night. These methods do not even pretend

to be Catholic! Their baptism is invalid because they lack the right intention. They should be avoided like the plague that they are.

The Case of Benny

(Continued from page 384)

paraplegia. He reported how he enjoyed dancing with her. Thus, he is finding satisfaction in the life-area of sex or friendship.

Now that Benny is better able to understand his life-style, to accept himself as a person, he is developing his total personality and strengthening his social interest. The case illustrates social interest development in the narrow sense. In the broader sense, Benny is now a useful person to himself, his parents, his community, society in general, and to his God. He has joined an organization in which he tries to assist others to find the enjoyment which he has discovered. Recently, Benny joined a recreational center where he is extending his usefulness and cooperation with others, thus further strengthening his social interest. It is possible that his social interest will be broadened through continued maturation. Therapy was discontinued by mutual consent.

Conclusion

The efficacy of applying some of the principles of individual psychology to Adlerian psychotherapy has been demonstrated in the case of Benny. It was seen from the medical, psychological, and social service reports as well as the personal interviews that he had an inferiority complex caused by an actual organ inferiority resulting in life-style of infantile dependency on his father. However, it was also seen that he was an alert, intelligent, sensitive boy who was assisted to understand his style of life. When this had been achieved, he was able to find happiness in the three life-areas—subsistence, sex, and society.

Getting their grounding in chemistry in the lab at St. Patrick's Academy, Sidney, Nebraska.



The Divine Indwelling and Youth

IN AN AGE OF EXTROVERSION and superficial standards, the teacher of religion and theology has an unusual opportunity and responsibility. This era of tension for all of us, is full of uncertainty for the young. In the wake of rock and roll, juvenile delinquency, cold wars, and what appears to be a general let down of moral standards, our teaching must be more solid, more fundamental than ever. Young people have passed from the star gazing stage to the stage of rocket missiles and earth-made satellites for the moon. They think in terms of jet propulsion. They want the deepest meanings and the quickest passes to them. It is evident that their eyes are fixed far out in space, further than the eyes of man has ever fixed his gaze before. They are all set to soar out beyond the barriers of time and the limits of space.

And yet the new achievements, the new horizons leave many young people puzzled, wondering, groping for security. Let the scientists unravel modern wonders to them. In the area of dogma, teachers of religion and theology may expose a dogmatic truth that would seem to have a special import and a special function in modern living. The truth is the truth of the Divine Indwelling in the souls of the just. God, it is true, in His immensity fills all space. No rocket projected from the earth will ever come in the stratosphere, or the ionosphere, or outer space to a location which God has not filled from the dawn of creation. God is everywhere. But this special, this tremendous presence of the Divine Indwelling, the modern student may grasp only if it is especially brought to his attention. Glibly, most Catholic students will know they are the temples of the Holy Ghost. But there it ends. Deeper significances are not grasped, deeper securities not reached, and deeper convictions not formed.

How Present This Truth?

But how shall we present this all important truth to young minds? The involvements are deep and the

"violent disagreements especially among modern theologians"¹ as to the exact nature of the solution given by St. Thomas might well discourage any efforts. "The modern welter of a thousand and one variant theories on the Divine Indwelling"² might well frighten the ordinary teacher. It would seem possible however, to cut through the arguments and take the brief clear summarization given by St. Thomas. In the question: *Whether God Is Present Everywhere by Essence, Presence, and Power*, St. Thomas states: "Gregory commenting on the Canticle of Canticles, says that God is in all things by His presence, power, and substance: but He is said to be more familiarly present in some by grace."³ There we have it in a nut shell. From this source and the explanations that follow, it would seem that a general scheme could be worked out that would not be beyond the capabilities or grasp of the adolescent student. Simply, it could be compressed into something like this:

The general presence of God in the world and in all things, animate and inanimate

1. by power
2. by essence
3. by presence (knowledge)

The special presence of God

1. in a rational soul
2. in the state of grace

Two Modes of Presence Distinguished

First of all, we distinguish two modes of God's presence in the world, the one general, common to all creatures, and the other specific to rational creatures who by grace become the actual "temple" of God. The first is a presence of nearness; the second, one of intimacy, added to the first.

God, Absolute Being whose essence is His existence, is the universal Cause of all being. He must therefore *be* wherever there is being; He must be there to preserve the being. Thus, He is present by His power. St. Thomas explains the presence by "presence" or knowledge by using a human analogy. Just as the things in a house would be present to a person in a house who knows all the details of it, so God is present by His knowledge since all things are "visible" to God, open to His infinite knowledge. The presence by "essence" flows from the immensity of God. Absolute in being, infinite in perfection, God can in no way be limited. As far as any space is concerned, actual now or possible of creation in the future, God is present in all of it by His immensity. He cannot be circumscribed.



Sister Consuela Marie draws on a dual experience of thirteen years as editor of *Mission Fields at Home* and as teacher—fourteen years on the college level and additional years as teacher and principal in high school. She is now assistant professor of theology and history at Xavier University, New Orleans. Sister is a graduate of St. Joseph's College for Women, Brooklyn, and Fordham University (M.A.). She is doing graduate work in theology at the University of Notre Dame. She is a member of the Society of Catholic College Teachers of Sacred Doctrine.

Basis of Our Belief

In these three ways God is present in all creatures, animate and inanimate. The Divine Indwelling is another mode of presence possible only to an intelligent being who possesses grace. The basis of our belief in this stupendous fact is the explicit statement of the eternal Son of God who said: "If anyone love Me, he will keep my word, and my Father will love him, and we will come to him and make our abode with him" (John 14, 23). This is the truth in its pristine simplicity. The inspired writers of the New Testament repeat it time and again: "He who abides in charity abides in God, and God in Him" (I John 4, 16); "The Kingdom of God is within you" (Luke 17, 21); "You are the temple of the living God" (II Cor. 6, 16).

Because the dogma is stupendous and one to which the student may have given little thought, he is apt to be incredulous. At this point, question periods, class discussions, guided reading may lead the student to deep wells of rich spirituality. With some definite knowledge, specific encouragement, and the help of grace, young people may be helped to an awareness of tremendous possibilities in spiritual living.

Appropriation to the Holy Spirit

Discussion of the appropriation of the Divine Indwelling to the Holy Spirit is helpful too. To the trained theologian this raises no difficulty, for he is well acquainted with the teaching of Holy Mother the Church on this doctrine so clearly expressed by Pope Pius XII in *Mystici Corporis*: "Let all hold this as certain truth, that all these activities are common to the Most Blessed Trinity." But the young student in our classroom may not know unless we explain to him, that because of realities in the relations and processions within the Trinity, theologians attribute to one or more of the Divine Persons, operations or qualities that belong to all Three. Thus we attribute the work of creation to God the Father, acts of wisdom to God the Son, and to the subsistent Love who is God the Holy Spirit, we attribute the work of sanctification. But as creation, sanctification, etc., are divine works in a sense external to God, all Three Persons concur in them though we apply the doctrine of appropriation and attribute them to One.

So too, the Divine Indwelling is commonly spoken of as the Indwelling of the Holy Spirit. Our Lord Himself spoke of the Holy Spirit being given to us to abide with us: "I will ask the Father, and He will give you another Advocate to dwell with you forever . . . you shall know Him, because he will dwell with you, and be in you" (John 14, 16-17). Certainly there is nothing arbitrary or misleading about this appropriation of the Divine Indwelling to the Holy Spirit. But let us make clear to the student that though we appropriate it to one Person, it is common to all Three.

Never Fully Disclosed or Grasped

In the whole discussion of this dogma difficult to

present, there is definite encouragement in this admonishment of Pope Pius XII in *Mystici Corporis*: "Let it be observed here that one is treating of a hidden mystery which in this earthly exile can never be fully disclosed or grasped, and expressed in human language. The Divine Persons are said to be indwelling in as much as they are present to intellectual creatures in a way which lies beyond human comprehension, and are known and loved by them in a purely supernatural manner alone in the deepest sanctuary of the soul."

This dogma of course, is not an isolated dogma. It fits right into specific areas of the college curriculum in religion and theology: God and Creation, Grace, The Sacraments, especially Baptism and the Holy Eucharist. In the doctrine of the Trinity is the beginning and the end of our whole existence in time and in eternity. In an act of infinite love, we were created by the Blessed Trinity to share the life of the Blessed Trinity for all eternity here by grace; in Heaven, in the light of glory. The Divine Indwelling will be consummated in the bliss of heaven. By stressing the dogma, by attempting to make the actuality as clear as we can, could we not open up rich possibilities for deep spirituality to all students in our college classrooms? Stimulating explanations accurate in content, class discussions and questions, guidance in helpful and interesting reading in this matter may open up whole new worlds to young people.

Students Like a Challenge

The subject is deep, it is true, but it is the experience of the writer that students like a challenge especially in the field of religion. Those who come to college after attending a Catholic grammar and high school are inclined to think they have learned all there is to know about religion. They tend to look on the college religion or theology course as a general review of what they already know very well. The challenge in the Divine Indwelling is to such as these. Maybe an inkling of what the teaching of this dogma might effect among college students could be gleaned from these reactions of a group of college sophomores. After class presentations, class questions and discussions, and outside reading, they were asked if they thought the dogma should be specifically taught to college students. A few answered they thought it should be taught but that it would startle the student when he first heard it, but his interest would die down and he would forget about it. But from most of the others there were comments like these which we quote verbatim:

"This knowledge of God dwelling in me makes me want to try in the future to put forth every effort to keep this Divine Indwelling always."

"I have found this truth so fascinating that I brought up the topic at home and have mentioned it to some of my friends. A very special reaction on my part was to offer myself immediately to

(Continued on page 437)

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IN THE SPIRIT OF ST. PAUL

Open Letter to a Religion Teacher

By Rev. Adrian Parcher, O.S.B.

DEAR SISTER:

So you are teaching religion. How wonderful! I can tell from your chat that you are enjoying yourself and sharing your knowledge with enthusiasm. I wonder if you realize what an important position you hold.

Some words in St. Paul's First Thessalonians (Ch. 2, 1-12) have always seemed, to me, to be pointed directly as an inspiration to those who are given the privilege of imparting the knowledge and living of our faith to Catholic Youth. It is not necessary to quote the passage here since I know that you have a New Testament of your own and can refer to it. You will find, if you do, that these twelve short verses sum up a very personal and intimate portrayal of St. Paul himself and his missionary activity. Read this passage over once; then read it again in a slow meditative fashion. Now, do you see some of the characteristics of St. Paul's approach?

Awareness of Mission

The very first clear point is that St. Paul has a very personal awareness of his mission. There is never any doubt in his mind of the greatness of his position and his mission. We do not find St. Paul apologetic; he has come to preach "God's Good News." Next we note the sincerity

and purity of the Apostle's motives, his disinterest in personal gain. His sole purpose is the preaching of Christ and the sanctification of His members, i.e., mankind. This seems to be the chief characteristic of the true "apostle" and not the spirit of the worldly "apostle." The true disciple of Christ works only out of perfect charity for Christ and seeks nothing. Personal praise, enhancement of position, material remuneration, recognition mean nothing. His every energy is spent to further the Kingdom of Christ on earth.

Sense of Duty:

Because God has tested St. Paul, found him true, and has entrusted His gospel to him, St. Paul feels a tremendous sense of duty to God to fulfill the task which has been given him.

Now you too have been given a job, one given to you by Christ through the Bishop. The Bishop is the successor of the apostles. The apostles were entrusted with the mission of Christ; they in turn passed this mission on to their successors, the bishops. The mission of the Bishop is, therefore, the mission of Christ: "As the Father has sent Me, I also send you." Recall why Christ was sent by the Father. Was it not to unify mankind? "That all may be one, even as Thou, Father, in Me and I in Thee; that they also may be one in us." The Bishop accomplishes this mission, the mission of Christ, in a threefold manner: teaching, sanctifying, and governing. When you teach religion you share in the teaching mission of the Bishop; you help him to fulfill the command of Jesus: "Go teach all nations." Therefore you, like St. Paul, must have a sense of duty to God.

One cannot help noticing the objective presentation of doctrine. St. Paul does not bend on doctrinal points, nor does he bow to the

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Father Parcher teaches English at St. Martin's College, Olympia, Washington, where he has also been registrar. A graduate of the college, he has also a B.Ed. degree from Seattle University. He has studied at the University of Washington, Portland University, Washington State University, and is a candidate for an M.A. at the University of Notre Dame.

Teacher to Teacher—In Brief

(Continued from preceding page)

wishes of men. We must follow St. Paul's example. This does not mean that we should go out of our way to make enemies, for such would not be the true spirit. But neither should we strive to seek human praise while teaching the Christian Mysteries. We are servants of the servants of God. Our effort to instruct youth in our beautiful doctrines should be a tireless one fol-

lowing the example of St. Paul. A true teacher of religion will have infinite and selfless patience with his pupils.

Sets Example

Our attention is also drawn to St. Paul's conduct in general: holy, just, and without reproach. Teachers of religion must live what they preach! St. Paul sets himself up as an example. The mode of life which the Apostle presented to his converts

was not a textbook life. He himself set up an objective lesson for them. St. Paul could say to them, "Be imitators of me," since he could also say: "It is no longer I that live, but Christ lives in me." In other words Christ should be so absorbed into our being that Christ lives and acts through us. This does not mean that we must annihilate our personality. Such action is neither possible nor yet willed by God. What we must do is to bring our personality into an entire capitulation before God. "We must lay it down at God's feet and ask Him to be by His Spirit—as He is for the humanity of Christ—the supreme mover of all our thoughts, of all our feelings, of all our words, of all our actions, of all our life."¹

Deep Humility

Another of St. Paul's characteristics is his very deep humility, which was founded in God and which functioned out of charity for his fellowmen and love for God. The teacher who consciously works, at St. Paul did, out of charity, will not become proud. A complete reliance on Divine Providence is coupled with this humility. St. Paul attributes nothing to his own qualities. Whatever comes to him comes to him from God. Perhaps nowhere is this so beautifully expressed as in I Cor. 3, 7: "So then neither he who plants is anything, nor he who waters, but God who gives the growth."

St. Paul was not an idealist, by no means. He was a practical realist. He was aware that the Christian doctrine was a lofty one, and that it demanded lofty moral conduct. His converts were pagans and he could not effect an instantaneous conversion. He realized it would have to be a slow process, a process which employed his own tireless effort and the abundance of God's grace working in the soul of the individual. Yet St. Paul never watered down his teaching. He realized the weaknesses of his converts, but did not become discouraged when they fell or lapsed into their former practices. Because of his practical realism, he recognized the troubles of his churches



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¹ Columbia Marmion, *Christ and the Life of the Soul* (B. Herder Book Co., 1925), p. 40.

and could apply appropriate remedies. Always an inspired Apostle, yet never a visionary, was this St. Paul.

Lesson to Be Learned

True, you are not teaching pagans, at least not for the most part. Nevertheless, there is still a lesson to be learned from St. Paul's practical realism. There will be times when you will strive with meticulous care and skill to put across to the students some specific point, perhaps in the concept of the Mystical Body, the importance of living the Liturgy, or even some suggestions on dating. The going seems smooth. The students are responding with zeal and enthusiasm. Results begin to show. Perhaps there is even one who is making tremendous strides. Then one morning you walk into the classroom to receive the shock of your life. The one upon whom you had counted has fallen into trouble, serious trouble. Your first impulse is to say: "What's the use?" But what would Paul do in this case? He certainly would not allow himself to be discouraged. Rarely, in fact, does he even become harsh. He is gentle in correction, pointing out the positive way, the practice of the virtues. True, St. Paul never bends on the principles of Christianity, but he does not thrust himself or the doctrine entrusted to him upon his converts. He tries to attract them to himself and then to his teaching by his love of them. The Apostle really means what he says. While in your midst we were as children: as if a nurse were cherishing her own children, so we in our love for you would gladly have imparted to you not only the gospel of God, but also our own souls; because you had become most dear to us. . . . you are aware of how we entreated and comforted each one of you, acting toward you as a father toward his children, declaring to you that you should walk worthily of God, who called you unto his kingdom and glory."

Joy in Spiritual Birth

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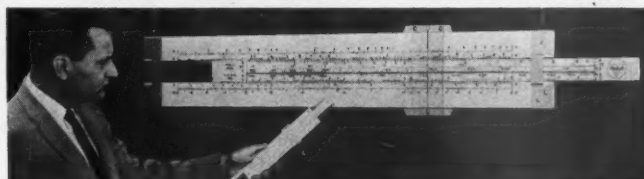


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Teacher to Teacher—In Brief

(Continued from preceding page)

until Christ is formed in you." The meaning of this passage is more clearly explained by our Lord's own words: "A woman about to give birth has sorrow because her hour has come. But when she has brought forth the child, she no longer remembers the anguish for her joy that a man is born into the world." I will grant that I am taking this sentence in an accommodative sense, but it will help us to understand the full meaning of St. Paul's words. Just as the mother feels pangs of labor when she brings forth physical life, so too the priest and religion teacher, like St. Paul, have pangs of labor when they are striving to bring forth a spiritual birth in a student or a member of a parish. But when the spiritual birth has come forth, the teacher no longer remembers the sorrow for sheer joy that a human being has been born into the spiritual realm.

Mission Unchanged

It is important, therefore, that

we remember that, like St. Paul, we too have a mission, the mission of Christ extended to us because of our participation in the mission of the Bishop. Times may have changed, but the central facts of Christianity have remained the same and the recipients are still the same, mankind. The mission of Christ is unchanged. We must fulfill our share of this mission by teaching Christ, and Christ crucified, in the manner St. Paul so beautifully illustrates in this epistle to the Galatians. Our duty as teachers is not to teach a certain system of philosophy or history; nor should we stress one method of penmanship over another, and the like. Our central task is to teach Christ and to explain how the facts of Christ's death affect mankind, individually and collectively. We must also teach Christ glorified and His conferral of grace upon us. As witnesses of Christ's Resurrection, our future life—the Beatific Vision—is the purpose of our existence, and it is based on the facts of Christ's Resurrection and Glorification. Often we forget this and content ourselves with the

teaching of mere history. But for this fact there is no reason to maintain Catholic schools. Unless the true purpose of the Catholic school system is realized, and unless this *raison d'être* of the Catholic educational system is especially recognized by the religion teachers of our Catholic schools, our schools have no reason to exist. Catholic schools exist because we wish to teach our students that there is something more to life than mere life. There is a Christlife, and it must be learned and lived!

LOGIC IN DATING

By Sister Patricia Jean, S.L.

MANY HIGH SCHOOLS, both public and private, are taking stock of their social programs in an effort to ascertain their own culpability in the matter of moral and emotional ills which are undeniably evident among many high school students today. As a result of these studies—some the work of school authorities alone, others the result of joint committees of teachers,



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parents, and students—some high schools have set up codes or guides in order to counteract the errors resulting from the unthinkingly accepted pattern of teen-age dating. In other cases, administrators have gone so far as to ban—whether successfully or not—steady or exclusive dating among their students. In the meantime, the weeds are springing up in another garden, namely, that of the grade and junior high schools. Now in some localities we have the ridiculous situation of freshmen and sophomores being barred from date affairs while their brothers and sisters in the seventh and eighth grades are encouraged and even pressured into attendance at dances and parties the result of which, whether intended or not, will be the desire to date before they are emotionally ready to do so.

Know the Seed Planted

Will one party do all this? One simple graduation party, for instance? No, one simple party just like one simple drink will not cause intoxication; but the approval of what the boy-girl type of party implies like the approval of the one drink must be viewed in light of our whole pattern of social thinking. When we are planting a seed, we must be sure that we know what kind of a plant will develop and we must be very sure that we can control the full-grown product.

Let us take the school-sponsored graduation party for eighth graders which is, incidentally, hosted by the seventh graders. What does such a party require? Food. That is simple to handle. What about entertainment? The simplest thing in this line is to get a record player and a few records. "Let the youngsters entertain themselves. If they can't dance very well, they can have a great time trying." There we have a simple, little graduation party. Where's the harm?

Sister Patricia Jean teaches English and sociology at Newman Central Catholic High School, Sterling, Ill., besides serving as sponsor of school publications. A graduate of Webster College, St. Louis, Mo., she has an M.A. from Marquette University, Milwaukee. Her teaching experience includes grade school in Texas and Colorado and two years of high school teaching in Santa Fe, N.M., besides her six years at her present position.

Now the Ball Is Rolling

Experience with such simple, little parties—played against the background of the socially-accepted dating pattern—has shown that since the school has approved of this type party to the extent of sponsoring one, youngsters and their parents often accept the idea without question. Parents then de-

cide to give similar parties. Now the ball is rolling and with each affair the momentum increases. The youngsters are no longer amateurs on the dance floor; boys and girls are naturally pairing off. Thirteen-year-old Willy finds that Mary Jane in her freckled-face way is rather attractive; however, she is attractive to others, too, so he has to establish

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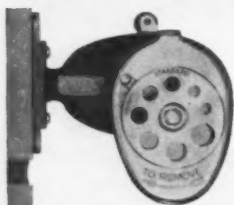
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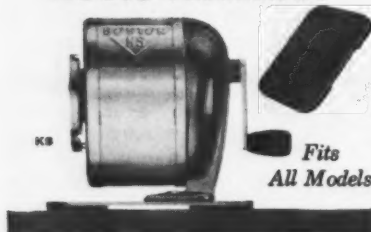
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Teacher to Teacher—In Brief

(Continued from preceding page)

himself with her. What do parents say when he decides to ask her to the Sunday movie? Obviously such parents would look pretty silly if they refused him. They wouldn't be consistent, so they let him go "this time." The braver parents begin a resistance movement that is the beginning of a long series of skirmishes. What started the whole thing? Just a simple, little party.

Adults Naive

Adults who are responsible for fostering or even tolerating such pre-mature socializing are surely not aware of what they do. In their naive desire to see their children well-liked, they are pushing them into situations which will deprive them of the very means of cultivating the qualities that are most desirable in any person and particularly in a potential marriage partner, namely, purity, charity, and self-sacrifice.

Parents suffering from the erroneous opinion that no one can tell them anything about rearing children, heedlessly insist that they know their children, they trust their children, and that those who are trying to caution them are alarmists or puritans who just do not know the score. Many teachers, whether lay or religious, who spend some six hours a day, five days a week with these youngsters whom they, too, love and trust, have a view of the situation which no parent, even one with a large family, can possibly have. Without being alarmists, they can be alarmed and are alarmed.

Not Yet Able to Handle Emotional Problems

Just as no thinking parent would throw a twelve-year-old into the Mississippi with instructions to swim its width, so too no parent should throw a child into the strong current of emotional life until he has gone through the periods of maturation which will make him capable of handling the situation sensibly. We must remember that the fact that a child has arms and legs does not mean that he has the muscular coordination and the strength to battle a river. Likewise a fourteen-year-old may be as tall as Dad and yet not be able to

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handle the emotional and moral problems of an adult. The burden our society requires young people to shoulder is unfair when we realize that single dating with little if any supervision must be sustained over a period of years before it can reach its natural culmination in marriage.

Had Not Time to Grow Up

While we in the United States increase the span of life expectancy and perfect an economy which demands more and more years of preparation before individuals can think in terms of marriage and a family, we at the same time continue to foster a social pattern whereby the number of years for pre-marital company-keeping is being stretched beyond all reason. Why do we read about a seven-week-old infant being killed by its erratic father of twenty-two while its nineteen-year-old mother is spending the night with a friend? Not because persons of nineteen and twenty-two are too young to be married, but because long before nineteen they were so busy coping with emotional and moral problems too big for them that they did not have time to grow up into normal, emotionally balanced adults.

Adults who are sponsoring and fostering parties which even tacitly imply dating relationships long before youngsters have learned to appreciate and respect their own gift of sex can not expect to reap anything but a bumper crop of problems for themselves and for those for whom they are responsible. Dating was intended to give free individuals in a free society the opportunities necessary to freely choose a marriage partner. Somewhere along the line Americans of the post World War I era allowed it to become the sum total of teenage social life, usurping the family's right to bring young people to social maturity. We have neither questioned when or why and consequently it has been the policy of many to literally do or die socially.

Individual Learns Quite Naturally

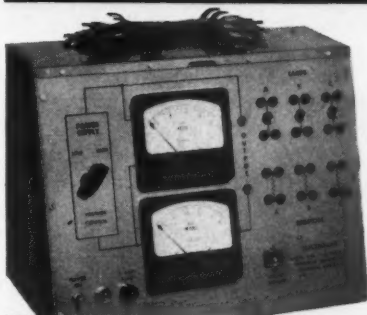
How will youngsters learn to get along with the opposite sex? The family proves a most practical work-

shop with the complementary example of mother and father, sister and brother. How will they learn what to do on a date? This very question seems to imply that there is a standard of conduct for dating completely divorced from other social conduct. This should not be true. Actually the normal individual learns quite naturally how to get along with persons of the opposite sex on the social level. With the gift of sex allowed to develop in a normal atmosphere of a happy, healthy homelife, the know-how for

all social living develops. And it is a far more appealing product than the grotesque caricature of adulthood that our newspapers and movies and novels depict.

If society were logical, exclusive dating would be saved for the late teens. Obviously society is not interested in logic of this kind; and therefore, a greater degree of logic is required of those individuals who are responsible for the welfare of young people and society as a whole. An eighth grade party may be simple but it just isn't logical.

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Book Reviews

Dental Health Education. By Frances A. Stoll, Ed.D., R.D.H. (Lea & Febiger, Philadelphia, 1960, pages 253; price \$5.50).

This basic text in dental health education is filled with a wealth of authoritative data applied directly to dental health education in the home, the school, and the community; and as such should prove to be a valuable guide to administrators, classroom teachers, dental health educators, dentists, and dental hygienists in school and public health programs.

The teacher leads the child into an understanding of the knowledge that has been accumulated through the ages by use of various subject areas. The area from which the child learns something about himself and the ways by which he may better fit himself mentally and physically for a long and useful life is classified as "Health Instruction." Health instruction is comprised of many facets of individual and community health, one of the most important of which is dental health.

It is a well-known fact that fifty per cent of all two-year old children have one or more decayed teeth. Five-year olds have three or more decayed teeth; and at age sixteen, the average youth has seven decayed, missing, or filled teeth. Because of the prevalence of diseases which attack the teeth and their surrounding structures, special effort should be made to bring the child to a clear understanding of the values of good dental health. The author shows how this can be accomplished. She shows further when dental health should be taught in schools and why.

In this day, much teaching of dental health is based wholly on state dental health syllabi, which though authentic in content and creative in presentation, still do not give the teacher a basic concept as to how it should be used. The teacher, therefore, runs out of material; the children out of interest; and the instructional program in dental health tends to lose prestige in the school curriculum. The author provides a means of alleviating this problem by offering a method of or-

ganizing a dental health instructional unit for each grade. By using this method the teacher can prepare original materials on dental health based on the interests and needs of each class, which will make the topic an absorbing one.

Teaching techniques have been revised and many new ones have been added to the second edition of *Dental Health Education*. The expertly developed lesson plans, the principles related to the continuity of dental health instruction for all grades and the dental health assembly program are interesting and stimulating. Illustrations, charts, and tables have been revised and brought up to date. The bibliographies and references at the end of each chapter are taken from the most recent authoritative sources, through older and significant references on specific topics have been retained.

The atmosphere and tone of this easy-to-read book flows from the fact that the author is an expert in the field of dental health education. *Dental Health Education*, the only full-length book on the subject, is a basic text for dental health teaching and a highly practical guide to curriculum planning.

PATRICIA MCLEAN, B.S., R.D.H.
Assistant Professor in Dental Hygiene,
Columbia University, New York, N. Y.

The Mass A Liturgical Commentary.
Vol. II By Canon A. Croegaert, tr.
J. Holland Smith (Westminster:
The Newman Press, pages 311;
price \$4.75).

This is a succinct yet thorough commentary on the Mass of the Faithful. A thoughtful reader peruses with profound respect the reverential manner in which the author presents his subject; he reads with awe and wonder while noting the vast amount of scholarly research needed to present so complete an exposition.

Canon Croegaert takes the reader through the parts of the Mass in order. First, to be sure, he gives us the words of the Mass. Then an explana-

tion of words and rite from all points of view follow. His discourses are strengthened and seasoned with writings from the Fathers and Doctors of the Church dating from the time of the first Mass. Quotations and their explanations are given. Excerpts from encyclicals of the Popes pertinent to the Mass are presented. Decrees of the Sacred Congregation of Rites are inserted; comments from learned liturgists are given. All these commentaries, together with the accurate historical knowledge presented throw spotlights on each word and ceremony indicating their symbolism. In this manner the significance of each part of the Mass is pointed out.

It is true that at first glance this work appears to be a dry treatise on the subject. But with persevering attention the reader will find it rewarding reading. We know what the Mass is, but a book of this type will help renew and fill up our inadequacy to appreciate the real worth of the Mass. For instance, the author points out strongly that we often forget the sacrificial and oblatory element of the Mass and think of the holy sacrifice of the Mass as a preparatory pre-euchar-

istic rite which brings us the object of true eucharistic devotion by which our souls are fed, which gives us the "Prisoner of the Tabernacle." In comparison with Christ's institution these are secondary forms. The author states that there "can be no true comparison between a brief low Mass, in which the very sacrifice of the Redeemer is made present with all its power to give glory to the Father, and exposition or a procession of the Blessed Sacrament." But this is just one of the momentarily applicable facts the author stresses.

The Mass is, to say the least, a systematic exposition, a methodical discussion of every phase of the Great Sacrifice. It will be enlightening to seminarians, priests, in fact to anyone who wishes to study the Mass minutely from both historical and liturgical aspects.

SISTER MARY XAVIER, O.S.U.

Principal: St. Patrick's Academy, Sidney, Nebr.

Book Seven, Voices That Vary. By Justine Ward and John Lessard. Illustrations by Lauren Ford and Frances Delehanty (The Catholic

Education Press, Washington, D. C.; pages 123).

This seventh book in the series is aptly titled *Voices That Vary*. Changing voices in class groups, especially those composed of girls and boys, offer a new and often perplexing problems to the teacher. In such cases the music offered in a text must be flexible enough to meet the varying conditions. Here the music is grouped as in earlier books of the series according to months and the church seasons. The teacher is advised however that the sequence need not be followed strictly so that local conditions may be met.

Songs for unison including Gregorian chants, the later largely reprinted from earlier volumes, appear in greater number. Those for three voices run a close second with a lesser number for two voices and a few others for four voices. These have been arranged by John Lessard. The selections, as formerly, are chosen from the great masters. Mozart's operas are much in evidence with others from Haydn, a fair number from Mussorgsky, the Elizabethan composers, etc. Longer biographies of Mozart and

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Haydn with shorter ones for the other composers are included. Seasonal illustrations as well as appropriate decorative sketches serve to brighten the text.

Some might question the substitution of the text, "In God we trust" for the well known melody "All through the night," or the May processional text to the 14th century carol tune. A couple of asterisks appear without further identification leaving the reader to guess the meaning. Such minor matters are of little moment in the midst of such a wealth of fine material. The selections will certainly serve to widen the musical horizon of the pupils and to give them the additional delights of part singing.

J. VINCENT HIGGINSON

Managing Editor, *The Catholic Choir-master*

The Blood Red Crescent. By Henry Garnett (Clarion Books, Doubleday & Company, Inc., Garden City, N. Y.; pages 188; price \$1.95).

Skill, daring and high excitement fill the nearly thirty pages which are the heart of *The Blood Red Crescent*, the telling of the tale of Christian victory over the Turks at Lepanto in 1571.

First, Henry Garnett sets the scene of his historical novel, separating the real from the imagined, leaving the reader satisfied with a succinct background. Then he introduces the hero, Guido Callatta, and his father, a Venetian glassmaker who answers the call of Pope Pius V for a crusade by constructing and equipping a vessel to join the Christian fleet in its imminent battle. In the next one hundred fifty pages, even though the humdrum of sixteenth century living is sparked with the extraordinary, the year seems to pass too slowly. One is anxious for the battle, impatient with the pace.

Evident throughout is a style of writing which fits the times portrayed without being stuffy. The masculine black and white sketches of Ciriello are perfect complements. The seaman's vocabulary is challenging. The characterization is clear-cut. Barnabas Butter, master gunner, is an especially lively fellow, a comic in manner and speech with a dignity all his own.

It is the glory of the crusade and Christian idealism at its best that are spotlighted. Unruliness in conduct is not overlooked, neither is it dwelt upon. The fourteen year old Guido is influenced by the chivalrous person-

alities who man his father's galley. One is both surprised and not surprised with his plans for the future once the battle of Lepanto is past history. Having seen death, cruelty, selfishness and suffering, the youth delights his father's heart with the desire to give the world beauty in glass. The book could easily drip and ooze morality. Instead it breathes the optimism of Cervantes: "chivalry is not dead in all men's hearts." If this is too much for the adolescent to swallow, if he is disappointed with the choice that Guido makes, then perhaps one might say that the idealism is staid, that the end-knots in the novel have not been tied with twentieth century twine.

SISTER EMMANUEL, S.N.D.deN.
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Eastwood Avenue, Chicago 30, Illinois

The Kingdom of Carbonel. By Barbara Sleigh. (The Bobbs-Merrill Company, Inc., a Subsidiary of Howard W. Sams & Co., Inc., New York, 1960; pages 287; price \$3.50).

Magic and wonder pierce *The Kingdom of Carbonel* through and through. They are its meat and marrow, the media which Barbara Sleigh so deftly uses in telling a once-upon-a-time tale as if it were an it-really-happened-here narrative.

John and Rosemary are summertime adventurers with a secret place, a green cave behind currant bushes and overhung by unpruned branches. They have time to lie on their backs and stare skyward to watch the shifting chinks of sky that look back at them through the leaves. No one is surprised, then, when the impossible becomes a reality and the two become "hearing humans" in the animal world.

Carbonel, King in Fallowhithe, summoned to the presence of the Great Cat, entrusts his high-spirited kittens to John and Rosemary's keeping. While all the King cats answer the same call, their kingdoms are ruled by their respective Queens. Grisana, Queen of Broomhurst cats, plans to overrun and take possession of Fallowhithe when the physical boundaries of the two towns are eradicated by a "ribbon" housing development. The final bricks are to be laid while the Kings are away so Grisana is quite sure of herself and her intrigue.

The escapades of John and Rosemary in defense of the Kingdom of Carbonel are full of fancy and humor:

John becomes invisible; Rosemary *flies* into a witch's garden via a rocking-chair; each one retrieves a kidnapped kitten in rollicking circumstances; both must deal with two characters overcome by minuscule magic. Even the author's figures of speech are imaginatively magical.

The enchanted American reader might be disturbed by the sketches which depict the children as ten or twelve years old, and the plans of Rosemary to attend high school in the fall. There is a simple solution. The

setting is English, the reference is to a type of school comparable to our junior highs which accept seventh graders.

Without a doubt, Barbara Sleigh has written delightfully, with the power to charm.

SISTER EMMANUEL, S.N.D.deN.
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sistant Master, Eton College. (Funk-Wagnalls, 1960; pages 883; price \$7).

For over a century the Cassell Latin Dictionary has been a necessary and valuable accessory to high school and college Latin texts. Since the revision of 1892 it has been a dictionary of classical Latin and has served its purpose well. In this latest revision, Mr. D. P. Simpson of Eton College, while maintaining the excellent principles of the original authors, has made such improvements as to produce what may well be considered a new book.

The vocabulary includes most of the Latin words used by classical authors from about 200 B.C. to 100 A.D., the period recognized by most authorities as that of the best classical scholarship, as well as of the best Latin to learn if one wishes to master the Latin language. These words are arranged in alphabetical order, except in the Latin-English section where two closely related words, such as an adverb derived from an adjective or a participle from a parent verb, are placed one below the other.

Not only is classical authority given for every word with exact quotations from the various authors, but where they exist, the literal, transferred, and

figurative meanings are also given with the context in which they are found. Arabic numbers in parentheses are used to distinguish parallel meanings of words under literal, transferred, or figurative. Thus it is possible to determine immediately whether a word was limited in use to poetry or prose or in general use. Included in the vocabulary are proper names with identifying sentences or paragraphs, enabling the student to gain the information he needs to translate intelligently the passages in which these mythological, historical, or place names are found. Related proper names and adjectives or other parts of speech derived therefrom are grouped together.

With regard to Latin spelling, Mr. Simpson has followed the trend of some modern textbook writers of using I, i for J, j, but has retained inconsistently V, v for consonantal U, u. It might have been better to have retained the use of J, j for consonantal I, i for the sake of consistency and for the sake of high school students, especially beginners, who undoubtedly will use this dictionary much more than advanced Latin students.

The printing of the Latin word in bold type followed by indented para-

graphs of explanatory articles is a boon, as is also the much improved format of the book which makes it much easier and pleasanter to use. If the word is a noun, the genitive, gender, and irregularities of declension, if there are such, are given. If the word is an adjective of more than one ending, the masculine, feminine, and neuter forms are expressed. The genitive singular is given for adjectives of one ending. The genitive and dative singular are indicated for adjectives of special declension. If the word is a verb, either the present infinitive active or some other form is given to make sure to the user the correct conjugation.

Wherever possible the etymology of the word is given. Compound words are divided into their original component parts by virgules. Unassimilated forms of compound words have been preferred to assimilated. Since word derivation has become an integral part of the high school Latin course there is much to be said in favor of analyzing all compound words and not just a few. This would be a decided advantage in the case of Latin words containing disguised prefixes. For example, the analysis of *cogo* into *cum-*

(Continued on page 439)

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is referred to prior lists in CE issues for September 1956, September 1957, and January 1959.

Thus, also, certain standard texts issued earlier than two years ago, would have been on this list of approved textbooks if space permitted: such as, penmanship books by Palmer, Noble, and Zaner-Bloser; the American Book Co. "Dictionary for Boys and Girls," the Thorndike-Barnhart dictionaries for various levels, and some religion and science series titles for the lower grades whose upper grade titles are of later date.

Elementary Texts

ARITHMETIC

Complete Review of Arithmetic Fundamentals and Problem Solving. Jansen. 1960 (Noble)

An inexpensive text which contains more than a thousand fundamental exercises for practice, both "number" and "word" problems, together with simple explanations of methods and helps in solving problems.

Exploring Arithmetic. By Spitzer and Norman. For Grades 1 and 2. Readiness Program; text-workbooks; Kraft cover (Webster)

A readiness program gentle enough for first and second graders, yet strong enough to provide a firm number foundation. They open the way for a successful introduction of number work through a systematic, logical, and consistent program. Children think through and reason out for themselves through simple, meaningful number situations.

Exploring Arithmetic. By Osborn, Riefling, and Spitzer. For Grades 3 through 8. Basic Clothbound Series, 1959 (Webster)

You take children "behind the scene" in arithmetic, to develop a true understanding of arithmetic concepts, as well as strong skills. You overcome children's dislike of arithmetic by letting skills develop from a real-life situation . . . by showing the definite need for arithmetic to solve useful problems.

Exploring Arithmetic Workbooks. By Spitzer, Kuhn, and Smith. Kraft Cover. For Grades 3 through 8 (Webster)

Exercises in fundamental skills and problem solving, plus study questions and review in units corresponding to

units of the basic clothbound series. For use in self-directed practice.

Finding Truth in Arithmetic. Book II, First Half. Book II, Second Half. By W. A. Brownell, Sister M. Gerardus, S.S.N.D., Rev. D. C. Fullmer, and Sister M. Francis Jerome, S.S.N.D. 1959 (Ginn)

Second-grade books in a new primary program for Catholic schools that emphasizes real learning and Christian social living. Teachers' edition of Book II is detailed loose-leaf manual. 1959.

Learning to Use Arithmetic. By A. G. Gunderson, G. E. Hollister, J. H. Randall, J. J. Urbancsek, F. L. Wren, and J. W. Wrightstone. 1958-1959 (Heath)

A series of 9 books for Grades 1-8, with Teachers Editions, Workbooks (Grade 3 on), and Teachers Editions of Workbooks. Is an experience-centered, inductive development of number relations based on the philosophy that arithmetic makes sense. Arithmetic is presented as a system of related ideas. Every page is easy to teach and easy to learn and contributes its own degree of progress toward a well-defined goal that pupils need and want to achieve. Colorful, functional illustrations.

Making Sure of Arithmetic: Individual Progress Workbooks. By Roskopf, Morton, Gray, Springstun, and Schaaf. For Grades 3-8. Teachers' Editions. 1959-1960 (Silver Burdett)

These workbooks have a three-level unit organization that makes it easy for the teacher to assign work according to pupil needs. Pupils can move from level to level according to their understanding of the different topics.

Mathematics for Daily Needs. Jesse Osborn and Hazelmae Colestock. Published 1956, Revised 1960 (Webster)

Arithmetic skills taught through "three tracks" for average, above-average, and below-average students. Gives special help for teaching problem solving through reasoning.

Meet the Number Family. 1959 (Iroquois)

A new workbook for use at the third grade level of arithmetic.

New Number Series. Gr. 1-2 (4 books). Sisters of Notre Dame with collaboration of Rt. Rev. Msgr. Timothy F. O'Leary. 1959 (Lippincott)

Teacher's Manual for Books 1A and 1B contains 224 pages. Corresponding Teacher's Manual for Books 2A and 2B is 251 pages.

New Ways in Numbers, An Arithmetic Series for Catholic Schools. By a group of Sisters under the direction of Rt. Rev. Msgr. Clarence E. Elwell, with the assistance of Sister Mary Stanislas, S.N.D. and Sister Mary Verone, S.N.D. Books 1, 2, 3: 1960. Books 4, 5, 6: 1961 (Heath)

A new series of arithmetic textbooks in workbook form, with abundant drill material for independent work. Each page contains all necessary directions to pupils and teachers. Frequent reviews and tests.

Seeing Through Arithmetic. By Hartung, Van Engen, and Knowles. Gr. 3-6 (Scott, Foresman)

A new program which helps children see what happens in arithmetic. Pictures show step by step what goes on in problem solving and arithmetic processing. There is a Teaching Guide for each book.

Seeing Through Mathematics. By Hartung Van Engen, Knowles (Scott, Foresman)

Book 1 (Gr. 7) carries on from *Seeing Through Arithmetic* (introduced two years ago) for which tests are available, Gr. 3-6.

Elementary Texts
(Continued)

ARTS & CRAFTS

General Crafts. By George A. Wloughby. 1959 (Bennett Co.)

Designed as an over-all introduction to the wide variety of craft subjects. Beginner is introduced to and becomes familiar with the most useful and interesting of crafts. He can easily select a field for further study and work.

Art Teaching Plans. By Sister Esther, S.P. (Gregorian Institute of America)

Book One (Grades 1-3), Book Two (Grades 4-6) and Book Three (Grades 7-8) show the ordinary classroom teacher how to stimulate her class and achieve results; suggest methods and procedures for a great variety of activities, incorporate sound principles of art into enjoyable and attractive pupil activities. These plans have been tested by over 800 classroom teachers with successful results.

I. A. Bench Woodwork. By John L. Feirer. 1959 (Bennett Co.)

Introduces seventh and eighth grade students to woodworking. Shows a broad view of the woodworking industry including the sources of lumber,

how lumber is transformed into plywood and other wood materials, how wood projects are designed and produced (Bench Wood Student Guide available, keyed to this text.)

ENGLISH GRAMMAR & COMPOSITION

American English For All The World. Books A and B, Catholic Edition (Webster)

An ungraded readiness program for introducing English to children as a second language. These colorful books provide simple activities and responses for teaching vocabulary and structures, pronunciation, grammar. Teacher instructions on each page.

English Grammar and Composition. Gr. 7 & 8. John E. Warriner, John Treanor, and George Shaftel. 1959 (Harcourt, Brace)

The first two books in a six-book program notable for concise definitions, extensive drillwork, clear format and handbook arrangement. Teaching tests and answer key available in January, 1960.

English Is Our Language. 2nd ed. By E. L. Sterling, H. M. Lindahl, K. Koch, M. F. Rice, K. V. Bishop, F. Westendorf, R. Hoffman, and K. Kelly. 1957-1959 (Heath)

A basal series for Grades 2-8. Offers a program of learning activities closely related to boys' and girls' interests at their grade levels. The books provide: (1) Functional development of language skills. (2) Ample practice on mechanics for mastery. (3) Sound evaluation through testing and handbook reference. (4) Highly motivated units of work. (5) Realistic experience in oral and written communication. (6) Development of creative ability and literary appreciation. Grammar and skills are introduced in a context that has immediate meaning and urgency for children. Many illustrations, hundreds in full color. Pupils' Texts, Teachers Editions of Studybooks.

Enjoying English. Grades 2-6, second edition (1960). By Don M. Wolfe, Floy DeLancey, Lela Hamilton, Ethel Howard, and Cleo Michelsen (The L. W. Singer Co.).

Offers many unusual resources to meet the diverse needs of pupils and teachers. The content, wherever possible, is based on children's experiences, so that pupils are never at a loss for a subject to speak or write about. The flexible organization—each book for grades 4, 5, and 6 is divided into integrated parts, and the usage and grammar chapters are in separate sections—makes the books easy to teach and more effective as learning instruments. A teacher's manual and an annotated pupil's text with complete keys are bound together in the Teacher's Edition of each book. Second-grade teachers are offered a choice

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Junior English in Action. 7th Edition,

Books 1-3 (Grades 7-9). By J. C. Tressler, Henry I. Christ, Marguerite B. Shelmadine, and Muriel M. Paige. 1960 (Heath)

An integrated program to foster cumulative growth in language skills. Trains students to think, listen, read, speak, and write. Relates language study to students' activities. Provides thorough grounding in functional grammar. Flexible organization; abundant drill; many color photos and other illustrations.

Learn to Listen, Speak, and Write.

(Gr. 1-2). By Marion Monroe, Nichols, Greet (Scott, Foreman)

Entirely new program in communication at the primary level, which gives children every chance to grow steadily in their ability to listen and read thoughtfully, and to express their own thoughts clearly. Teacher's Edition and Practice Pad available.

The New Webster Language. By Hart-

zog and Kinkead. For Grades 2 through 6. Kraft cover, text-workbooks (Webster Pub. Co.)

Basic instruction and practice in writing, speaking, reading, and listening. Skills are introduced one element at a time to help pupils assimilate and use the skill with facility. Numerous illustrations and activities.

Picturing Sentence Structure. By John Patterson. 1959 (Merrill)

A Diagramming Skilltext (combination text and exercise workbook) which graphically illustrates and explains diagramming with 350 Sentences for diagramming 8 sets of practice exercises, model diagrams, review exercises, and glossary of grammatical terms.

Using the Library. Grades 4-8. By Zimmerman, Petrucci, and Mathy. 1960 (Merrill)

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ENGLISH LITERATURE

Prose and Poetry Literary Readers.

Primer through grade 6 (1960).
Primer through grade 2 by Marjorie

Pratt and Mary Meighen; grades 3 through 6 by Floy DeLancey and William J. Iverson (The L. W. Singer Co.)

Basal literature course for the grades. Selections include both the old and the new, realism and fantasy, prose and poetry and the various types within these categories. Two-level study materials designed to develop appreciation follow each selection. Creative dramatic units are included for grades two through six. To teach the techniques of sustained reading, complete novels have been included in the texts for the fourth, fifth, and sixth grades. Dictionary practice begins in the second grade, progresses through a picture

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dictionary for third grade to the regulation dictionaries of the intermediate grades. A teacher's manual is available for each book.

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GEOGRAPHY

The Community Where I Live. By Pierce. 1959 (Allyn & Bacon)

Introduction to geography for grade 3.

An adventuresome story of community life and the people who are part of it.

The Earth and the Human Family:

Learning About Our World (Grade 4); **Our Country and Canada** (Grade 5). By James S. Donnelly and Rev. J. Franklin Ewing, S. J. Workbooks. Teachers' Editions. 1960. (Silver Burdett)

These clear, interesting texts about real people, real places, and real ways of living are consonant with the over-all purpose of Catholic schools: to strengthen the pupil's relationships to nature, to his fellowman, to himself, and to God.

The Earth and Its People (Grade 4).

By Sister Mary Fidelis, O.S.F., and Sister Mary Beatrice, S.S.N.D. (Research Assistant). 1959 (Doubleday)

TM and Key available, by J. F. X. McCarthy and Bertrand. Workbook by Brother A. Philip, F.S.C., and J. F. X. McCarthy.

Eastern Lands; Western Lands. Revised by James F. Reed. 1959 (Allyn and Bacon)

Fusion texts integrating the history, geography, civics, and economics of all nations in the Eastern and Western Hemispheres.

Europe and the Mediterranean World.

By Sister M. Xaveria, I.H.M. 1960 (Doubleday)

A survey of the distinctive and dominant characteristics of the major geographic regions of Western Europe and the lands surrounding the Mediterranean Sea.

Geography Essentials. By Rose M. Murphy. Sister M. Gregory, O.P., Consultant. Rev. ed 1960 (Globe)

A concise course in world geography presenting the most vital geographic concepts in brief, readable format. Illustrated and featuring maps, abundant testing material, and instructional aids.

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Homelands Beyond the Seas. By Thurston, Haaby, Hankins, and Southworth. Rev. 1960 (Iroquois)

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Homelands of the Americas. By Thurston, Haaby, Hankins, and Southworth. Rev. 1960 (Iroquois)

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Lands and Peoples of the World. Workbooks, 1959 (Ginn)

Illustrated workbooks for *At Home Around the World* (Goetz) *The United States and Canada* (Whittemore), *Latin America, Africa, and Australia*, and *Eurasia* (Glendinning) underscore basic learnings. They cover boundaries, routes, climate, population, industries, etc. Activities include labeling maps, using map scales, making charts, filling in blanks, studying vocabulary, making identifications, and doing puzzles. Pupils using these workbooks will find their geographic knowledge expanded and solidified. Teachers' Editions available.

Lands of the Western Hemisphere. By Sister Mary Verinica, O.S.F. 1960 (Doubleday)

A survey of the distinctive and dominant characteristics of the major geographic regions of the Western Hemisphere.

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Plan II: World Neighbors, Grade 7: global geography, from the point of view of the United States; mathematical geography. *Neighbors Across the World*, Grade 6: Europe, Asia, Africa, Australia. *American Neighbors*, Grade 5: the western hemisphere. *My World of Neighbors*, Grade 4: described above.

Our Home the Earth (Grade 3). By Sister Mary Celeste, O.P. 1959 (Doubleday)

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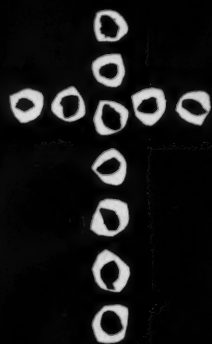
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MUSIC

A Chant Mass for the People. In Gregorian Chant modern notation. 1959 (McLaughlin & Reilly)

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First Recital Duet Book for Piano. By Dr. John Paul and Dr. Richard Werder of the Catholic University of America. 32 pp. paper, 1959 (McLaughlin & Reilly)

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French Canadian Folk Melodies. Arranged for piano by Sister Philip Marie S.S.A. 16 pp. paper (McLaughlin & Reilly)

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Gregorian Chant Supplements. Grades 4-8. By Sister M. Mario, I.H.M. 1959 (American Bk. Co.)

Basic Gregorian Chant and Sight Reading. By Sister Mary Demetria, B.V.M. (Gregorian Institute of America)

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Opens the door to fascinating experiences with real, fanciful, humorous, and nonsense selections from the world's

master storytellers. Especially recommended as an integral part of the regular reading curriculum on an every-pupil basis.

Reading for Independence Series. By Monroe, Artley, Gray (Scott, Foresman)

Fresh new stories, all new words which can be unlocked by attack skills taught in basic readers. Questions at end of stories, word-attack review pages at end of book. **We Three** (Gr. 1); **What Next**—Part 1 and Part 2 (Gr. 2); **Tall Tales**—Part 1 and Part 2 (Gr. 3)

Reading with Phonics. Rev. 1960. By Hay-Wingo, Hietko & Samter. (Lippincott)

Pupil and teacher's editions offer a complete phonics program for use with any reading series. Correlated workbooks are **Sounds, Letters, and Words** (Book A); **More Letters and Words** (Book B); and **Skills with Sounds and Words** (Book C). These three workbooks are recommended for use with "Reading with Phonics," but they may be used independently.

Pioneer of Alaska Skies. By E. W. Chandler and B. Willoughby. 1959 (Ginn)

The exciting story of Ben Eielson; the realization of a boy's dream. Well suited for middle-graders.

Mystery Ranch. By Gertrude C. Warner. **Mystery of Edison Brown.** By Eliza-

beth R. Montgomery. (Scott, Foresman)

Simplified classics and easy reading books for reluctant readers. Third grade vocabulary; middle grade interest.

The New Cathedral Basic Readers. By Reverend John A. O'Brien, William S. Gray, Marion Monroe, and others. (Scott, Foresman)

Teacher's Editions place emphasis on interpretation; children are helped to project themselves more freely into what they read, to remember ideas and word forms more accurately, and to get more from reading to enrich their experiences. Latest publications: *People and Progress* (Grade 6/1), *More People and Progress* (Grade 6/2).

Open the Gate. Revised. By Odille Ousley. 1959 (Ginn)

A reader which can be used effectively after the first reader. The stories help to develop the child's powers of interpretation and comprehension, and to expand and enrich his experience and concepts. A variety of stories, some fanciful, including old tales, some realistic. Illustrated in full color.

Reading for Independence. By Monroe, Artley, and Gray (Scott, Foresman)

Fresh new stories, all new words of which can be unlocked by attack skills taught in readers. Questions at end of stories; word-attack review pages at end of each book.

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Elementary Texts

(Continued)

By M. Synon, K. Rankin, and Sister M. Perpetua, R.S.M. 1959 (Ginn)

Seventh reader in the Faith and Freedom series extending reading skills and knowledge and application of the principles of Christian Social Living. Gives a stirring picture of the growth of America and the contributions of the Catholic Church to democracy in interesting prose selections, inspirational biographical sketches, and poems. Well illustrated. Workbook and Manual.

Under the Apple Tree. Revised. By Odille Ousley. 1959 (Ginn)

A supplementary reader at the primer level. The 24 stories include tales of children playing cowboy, having fun on the farm, going to a lake cottage. Fanciful stories add variety. Delightfully illustrated in full color.

Sunset Junior Reading Series. 1960 (Lippincott)

Rodeo Days, by Elizabeth Clemmons (1960), for intermediate grade reading level. **Young Ranchers at Oak Valley**, by Lucille Nixon (1960) for intermediate grade reading level. **Ducks, Geese and Swans**, by Herbert Wong (1960), for intermediate grade reading level. **There Stand the Giants**, by Harriet Weaver (1960), for intermediate grade reading level.

These Are Our Horizons. New Edition.

By Sister M. Perpetua, R.S.M., Mary Synon, and Katherine Rankin. 1960 (Ginn)

Eighth-grade book in the Faith and Freedom Basic Readers, with many new stories and 25 new poems. Develops an understanding of Christian social living in the home, nation, and world. Teaching the Eighth Reader Program (manual). 1960.

Workbook for These Are Our Freedoms. New Edition. Faith and Freedom Basic Readers series. 1960 (Ginn)

RELIGION

Bible History Workbook. By Rt. Rev. Msgr. Edmund J. Goebel, Ph.D. (Benziger Brothers, Inc.)

Designed to fix in the students' minds the principal events of the Old and New Testaments. Adapted for use with any Bible History.

The Bible Story. Rev. ed. (1960) in new format and with new Study Suggestions by Sister M. Gabriel, O.S.F., and Sister Mary Louis, O.S.F. (Benziger Brothers, Inc.)

Is intended to help students understand and follow God's great plan for man as it is unfolded in the Old Testament and completed in the New Testament. This

edition is arranged chronologically, and scriptural phraseology has been preserved. The book contains 19 unit chapters, each with suggestions for study. For Lower Grades.

Confraternity of Christian Doctrine Textbooks. By Sister Jane Marie Murray, O. P. and Vincent J. Giese. Book One: *On the Way to God* 192 pp. paper-bound (1959) (Fides)

Based upon *Going to God*, book one of The Christian Life, and adapted especially for CCD use. Twenty-eight lessons per year, 900-1,000 words per lesson. Aimed to guide the student to an intelligent and active participation in the life of the Church. Books two, three, and four are in preparation.

Developed Religion Lessons for Confraternity Classes. (Mission Helpers of the Sacred Heart)

Twenty-eight lessons providing sample development of doctrine through Scripture and liturgy to assist teacher of public school child in graded CCD classes. Preschool through seventh grade (eighth grade in preparation); also for special classes for the deaf and preparation for First Communion.

God Loves Us. 32 p. (Seraphic Press)

A coloring book for the preschool child attractively presenting the initial facts of God's love for us.

Living in God's Love—Book 1—Living My Religion Series. By Rt. Rev. Msgr. William R. Kelly, LL.D., Very Rev. Msgr. Edmund J. Goebel, Ph.D., and Sister Mary Imelda, S.L., M.A. In association with Rt. Rev. Msgr. M. A. Schumacher, Litt.D. 1960 (Benziger Brothers, Inc.)

A newly revised edition in new format containing questions and answers from the New Baltimore First Communion Catechism, Official Confraternity Edition, with text explanation of 35 questions and with contemporary illustrations. The complete New Baltimore First Communion Catechism is contained in an Appendix together with a section of essential prayers. This edition is designed for use in pre-First Communion classes. A First Communion text in the series will be ready shortly.

SCIENCE

Our Environment Series. Revised by Smith and Van Hooft. 1960 (Allyn and Bacon)

Three texts that develop scientific thinking while studying man's environment and his place in it. Colorful, attractive new format and illustrations.

Science Workbook Series. Gr. 1-6. By Smith (Lippincott) Catholic Teachers Guide. By Sister Virginia Teresa, S.S.J. 1959.

Science for Modern Living Series. Gr. 7-8. By Smith-Jones. 1959 (Lippincott)

DOUBLEDAY

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A basic text series for junior high school, including health and safety features. **Exploring Modern Science.** Gr. 7; **Enjoying Modern Science.** Gr. 8.

Exploring Modern Science. Gr. 7. **Enjoying Modern Science.** Gr. 8. By Smith-Jones. 1959 (Lippincott)

This Science for Modern Living Series is a basic text for the junior high school, including health and safety features.

Heath Science Series. By Herman and Nina Schneider. 1961 (Heath)

Major revision of books for Grades 1-6 plus new books for Grades 7 and 8. Reflects current developments in transportation, textiles, synthetics, plastics, satellites, atomic submarines, rockets, space exploration, etc. Spiral development of concepts throughout. Unique Teachers' Editions including the pupils' text preceded by Teachers' Guide materials.

Our Scientific Needs. Gr. 7 and **Our Scientific World.** Gr. 8, Second Ed. (1960). By Frasier, MacCracken, Decker, McNaughton, and Smith (L. W. Singer Co.)

These texts continue on the junior high level the *Singer Science Series* for the elementary grades. The spiral development continues in these two books as does the problem-solving, pupil-activity approach. The keynote of the program is that students learn scientific knowledge best by participating actively in science experiences. Problem-solving skills are developed so that the students are properly equipped to describe and explain their environment. Learning these procedures enables students to think effectively and to acquire the desirable practices that are characteristic of the professional scientist.

Singer Science Series. Gr. 1-6 (1959). By Frasier, MacCracken, and Decker (L. W. Singer Co.)

Presents a complete program which spirally develops concepts, cumulatively and in logical sequence. The children learn science concepts, skills, and attitudes through problem-solving activities. They learn by doing. They are aided by subject matter closely correlated with their daily experiences, by a controlled vocabulary, and by examples of the concepts being taught. All pages in the texts are reproduced in teacher's guides which provide detailed steps for helping the children understand the concepts, and rich background information to fortify the teacher's knowledge on the topic.

SOCIAL STUDIES

Basic Social Studies Program. By Hanna et. al. (Scott, Foresman)

A program designed to help children gain deeper insight into their social environment. **In City, Town, and Country** (Gr. 3), **In All Our States** (Gr. 4), **Living in Our America** (Rev.) (Gr. 8).

The Tiegs-Adams Social Studies Series. Revised. By E. W. Tiegs and F. Adams. 1960 (Ginn)

An up-to-date edition of a complete basic program in which geography, history, and civics are skillfully balanced to make learning meaningful. The books develop understanding, attitudes, and skills which contribute to intelligent, cooperative living and guide children to better citizenship. The revised edition features an extended and graded map program, up-to-date content, and new illustrations; other new features are Teachers' Editions for Books One and Two and picture dictionaries. The revised editions for Grades 1 through 6 take the child gradually from the home environment to the world. Manuals and Workbooks available from Grade 3 on.

SPELLING

Basic Goals in Spelling. Gr. 1-8. By William Kottmeyer, Kay Ware, James Hoffich. 1960 (Webster)

Boys and girls gain lasting spelling skills through word-structure and phonetic patterns. This word-attack power helps reading program. Grades 2 through 8 include religious words of particular need for Catholic children in the basic word lists. There are also many illustrations of interest to Catholic children.

The Madonna Speller. Gr. 5-8. By Thomas G. Foran, and Sister M. Roberta, O.S.F. 1960 (Catholic Education Press)

A thoroughly up-to-date speller based on the most valid and reliable word list available for Catholic schools. The approach is based on recent research into the needs of teachers in 96 dioceses. Consumable text-workbook format of 128 pages arranged according to a nine-week plan. Context method of presentation. Contains a complete dictionary.

Spelling for Word Mastery Series. Skilltexts, Grades 2-8—By David H. Patton and Eleanor M. Johnson. 1960 (Merrill)

Skilltexts provide diagnostic pretests,



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Elementary Texts (Continued)

practice on meanings, phonics training, picture dictionaries, diagnostic review and testing, and handwriting hints in every lesson, to assure mastery of all essentials of spelling and for class-wide spelling success.

Spelling for Word Mastery Series
Textbooks, Grades 2-8. By David H. Patton and Eleanor M. Johnson. 1959 (Merrill)

Spelling instruction for the entire language arts program. Contains all essential basic principles for the successful teaching of spelling, plus a wealth of

features that enrich the program and vastly increase its effectiveness.

Word Power through Spelling. By Sister M. Josephina, C.S.J., Sister M. Florence, S.S.N.D., Sister M. Pierre, S.S.N.D., and Lillian E. Billington. For Grades 2-8. Teachers' Editions. 1960 (Silver Burdett)

These text-workbooks provide sound materials for the most effective teaching of spelling, and they reflect Christian concern for the harmonious growth of the whole child.

Workbooks for Spelling We Use. Rev. 1959. By Horn, Ashbaugh, Horn. Gr. 2-8 (Lippincott)

A basic spelling workbook series based on the Horn list, the basis for all spellers today. Features a Monday, Wednesday, Friday testing program, reviews, dictionary usage.

Picture Dictionary for Primary Grades.
By Parke. 1960 (Noble)

An inexpensive picture dictionary which contains the more than 300 words most frequently used by children in the primary grades, with pictures in color and simple sentences to illustrate the use of each word.

NEW FULL-SIZE, FULL-COLOR FACSIMILE TEACHERS' EDITIONS for the CATHOLIC SCHOOL SPELLING PROGRAM

The teachers who are using *The CATHOLIC SCHOOL SPELLING Series*, Grades 1-8, are teaching their pupils how to spell, not just to study the words in the speller.

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REFERENCE BOOKS

Compton's Pictured Encyclopedia and Fact-Index. 15 vol. 1959 edition (Compton)

An encyclopedia for children and young people, adapted to meet school needs. Vocabulary fits the level on which the material is most frequently used. Articles arranged alphabetically by subject and include cross references to related articles. The Fact-Index locates all pictures and material on any subject by volume and page number, and includes many thousands of brief independent items of information.

Thorndike-Barnhart Dictionary Program. Edited by Clarence Barnhart (Scott, Foresman)

Beginning Dictionary—Gr. 4; *Junior Dictionary*—Gr. 5-6. *Advanced Junior Dictionary*—Gr. 7-8.

High School Textbooks

ALGEBRA

Algebra Accelerated, Book 1. By E. Justin Hills and Estelle Mazziotta. 1959 (Bennett Co.)

The purpose of this book is to quicken and enrich beginning algebra students. Major concepts are "previewed" so that the instructor may prepare them easily for presentation. Reference materials for teacher and student and suggestions for the instructor are included to provide him with the best teaching aid for practical articulation with more advanced mathematics.

A First Course in Algebra (1960). By Mallory, Skeen, and Meserve (The L. W. Singer Co.)

This new book in the Mallory series provides a natural transition from arithmetic to algebra. Each section of a chapter develops a central unified theme. Boxed examples and "Test Yourself" exercises provide the student with many self-help materials. Particular attention is given to definition, assumption, and

proof; to order and reason in the solution of problems.

A Second Course in Algebra (1960). By Mallory, Meserve, and Skeen (The L. W. Singer Co.)

Continues the philosophy, content, and teaching methods of Mallory's *A First Course in Algebra*. It reviews the fundamental facts, concepts, and skills taught in first algebra before introducing new topics to be studied. Each new topic is explained in the light of familiar material. Each kind of difficulty is explained in examples written in the language the student can understand. While ability and skill in the manipulation of algebra are important, an equally important aim is for the student to be able to translate the verbal statement of a problem into an equation. Every effort is made to lead the student to sense reality in practical problems and to make them his immediate concern.

Universal Exercises in Algebra. By Daymond J. Aiken. Rev. by A. Wilson Goodwin. 1959 (Merrill)

An intelligent selection of questions and problems to aid teaching, reteaching, and remedial instruction. 77 Tests covering the essentials of a full year's course ideally suited to accompany any text or first year course in Algebra.

ARTS & CRAFTS

Applied Drawing and Design. By Scroggin and Bettencourt. 1959 (McKnight & McKnight)

Covers up-to-date information necessary to provide a comprehensive ground work in many practical branches of mechanical drawing. Many problems and helpful illustrations are included.

Art for You and Me. By Sister Mary Joanne Christie, S.N.D. (Gregorian Institute of America)

Basic Christian social living relationships through art presented with clear diagrams, reproductions, and references from such noted authorities as St. Thomas Aquinas and Pope Pius XII; a special feature is the presentation of many problems which make the study of art appreciation a personal and practical activity. Also available is the Art History Chart which surveys art history from prehistoric to modern culture. 74 black and white and colored prints come as part of handbook.

Art for Young America. Florence W. Nicholas, et al. 1960 (Bennett)

One of the finest coverages of art in nature, in man-created art, and art in the home, on the market today!

Exploratory Electricity. By Joseph Arnold and Kenneth Shank. 1960 (McKnight & McKnight)

Designed as a basic text for a 12-week course in junior high. It offers an understanding of the production, transmission, safe use, and the various kinds of electricity.

Basic Woodwork Projects. By Harry McGinnis and M. J. Ruley. 1959 (McKnight & McKnight)

Modern projects for first woodworking courses in junior and senior high. Each project includes a working drawing and a photograph of the completed object. Suggestions are made as to why a certain type of construction, kind of wood, finish, design, or size is desirable.

Comprehensive General Shop. Vol. I.

Edited by Dr. Carlton E. Bauer and Robert L. Thompson. Individual sections authored by John Adams, Robert Cynar, John Douksza, James R. McDermott, Jr., John Miller, and Oscar Wright. 251 pp. 1959 (Bruce

Pub. Co.)

First of a three-volume series designed to meet needs of industrial arts teachers who are interested in teaching multiple activities in the junior high school.

The books are divided into sections on metal working, woodworking, graphic arts, electricity, ceramics and textiles, leather and plastics. Each section was prepared by a teacher specialist in that area of instruction.

Finishing Materials and Methods. By George A. Soderberg. 1959 (McKnight & McKnight)

Twenty-four chapters concern the materials employed in an extensive variety



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High School Texts

(Continued)

of finishing types and processes. Eight chapters concern methods. Covers what is available for use, the origins, compositions, characteristics, properties, and appropriate applications.

56 Graded Problems in Elementary Sheet Metalwork.

By Algot Anderson. 1959 (McKnight & McKnight)

An effective medium for the teaching of such basic skills as the reading of drawings, accuracy in layout, cutting, shaping and assembling. These projects were selected to be meaningful and stimulating as they teach procedures.

General Drafting.

By Verne C. Fryklund and Frank Roy Kepler. 1960 (McKnight & McKnight)

Covers the fundamentals of each drafting principle in two parts: (1) operations (manipulative) and (2) information topics. Several problems are presented with each unit.

General Shop Projects.

By Manley L. Zanco. 1960 (McKnight & McKnight)

Junior high projects divided into three sections: projects of Metal; projects of wood; and projects of wood and metal. 15 projects in each section.

Graphic Architectural Drafting.

By J. Edgar Ray. 1960 (McKnight & McKnight)

A visual presentation of the principles and techniques of architectural drawing. Over 170 full-page illustrations present the fundamentals.

The Hand Decoration of Fabrics.

By Francis J. Kafka. 1959 (McKnight & McKnight)

Gives complete information on stenciling, batic, tie dyeing, linoleum block printing, silk screen printing, home dyeing, and freehand decoration. 357 illustrations.

Machine Shop and Foundry Projects.

By Henry K. Kauffman. 1959 (McKnight & McKnight)

A selection of plans and designs to give valuable, practical experience as useful articles are being made. Drawings show exactly what is to be done while a short description tells how to proceed.

Orthographic Projection Simplified.

By Charles Quinlan, Jr. 1960 (McKnight & McKnight)

A beginning drawing book divided into five sections: top views; front views; right side views; dotted lines; three view mechanical drawings and how to use orthographic projection paper.

Photo-Offset Fundamentals.

By John Cogoli. 1960 (McKnight & McKnight)

A basic manual for the beginner in photo-offset lithography. It reviews all methods of printing and gives complete and up-to-date information on photo-offset. Well illustrated.

Practical Photography.

By Robert McCoy. 1960 (McKnight & McKnight)

This book is written as a non-technical

text for high schools, a beginning course for colleges, and as a guide for the amateur. Completely up to date, with few technical terms and formulas.

Woodworking with Machines.

By J. H. Douglass. 1960 (McKnight & McKnight)

Gives a thorough knowledge of wood-working machines and how to use them, plus information on woods and their uses, furniture design and project planning, and preparing and finishing woods.

BIOLOGY

Elements of Biology.

Revised by Ruth A. Dodge. 1959 (Allyn and Bacon)

Designed to give the student a better understanding of himself and the living things around him. New subject matter includes vocations in biology, latest advances in scientific research.

Exploring Biology: The Science of Living Things.

By Ella Thea Smith. 1959 (Harcourt, Brace)

The fifth edition of a standard biology text, greatly strengthened and expanded. Includes 32 pages of full-color charts. Supplementary materials, which include a laboratory manual, teaching tests Form A and Form B, a teacher's manual and keys.

Modern Biology: Gregor Mendel Edition

(1960 ed.). Ed. by Brother Joseph A. Kuntz, S.M. and Brother Edward J. Drury, S.M. (Holt)

BUSINESS EDUCATION

Applied Business Law.

By Fisk and Snapp. 1960 (South-Western)

Applies the principles of business law to the problems of the individual as citizen, consumer, and employee.

Secretarial Office Practice.

By Agnew and Meehan. 1960 (South-Western)

Reviews and builds skills and expands and adds knowledge for a successful career in the modern automated office.

Shorthand Dictation Studies.

By Bowman and Oliverio. 1960 (South-Western)

A complete office-oriented textbook for an advanced course in Gregg shorthand.

Today's General Business.

By W. M. Polishook. 1959 (Ginn)

Up-to-date, practical training in everyday activities of business. Provides understandings and skills needed by the wise consumer of goods and services. Helps to interpret current business-economic problems. Provides background for further training. Reading, writing, and arithmetic skills developed. Wide variety of exercises with provision for individual differences. Attractively illustrated. Modern format allows clear showing of business forms, Workbook, Tests, Manual available.

Typewriting Office Practice.

By Agnew. 1960 (South-Western)

A practice set containing the business papers and forms for 40 integrated office typing jobs covering a six months' period of employment.

CIVICS

Building Citizenship.

Revised by McCrocklin. 1960 (Allyn and Bacon)

The text consists of three parts—The Good Citizen and His Government, The Good Citizen in His Community and The Good Citizen in His Economic Life. This up-dated edition contains new material on several subjects, among them conservation and modern business conditions.

Magruder's American Government.

Revised by McClenaghan. 1959 (Allyn and Bacon)

Annually revised and copyrighted American Government in its 43rd consecutive year. Workbook and Tests available.

Man The Citizen; The Foundations of Civil Society.

By Rev. Joseph N. Moody and Joseph F. X. McCarthy. 512 pages (Doubleday)

Testing Program for *Man the Citizen*. By Reverend Thomas J. Furphy, O.S.F.S., and Gaetano L. Vincitorio, 1959. This testing program includes a test for each unit and two sets of first and second semester examinations.

Our Government.

3rd ed. Gr. 11 or 12

By Stanley E. Dimond and Elmer P. Pflieger. 1960 (Lippincott)

Designed to stimulate interest in our government, provide understanding of its operations, promote careful thinking about its problems, and encourage active participation.

Workbook for Our American Government.

Dimond and Pflieger. 1960 (Lippincott)

A teaching and study supplement for the H. S. Government course. Includes testing by true false statements, completion items etc. Stresses the practical approach to the Government course. Facts and concepts of American Government and its processes.

Youth Faces American Citizenship.

By Alilunas and Sayre (1960 ed.) (Lippincott)

A social problems text, introduces and guides senior H.S. students to an understanding of their responsibilities as citizens. Starts with the local government and works up to and through the Federal government. Emphasizes the need for citizen participation.

ECONOMICS

Our American Economy.

By Richard W. Lindholm and Paul Driscoll. 1959 (Harcourt, Brace)

A new and realistic approach to the high school economics course, organized around the flow of national income. A

concluding chapter compares economic systems. Accompanying teaching tests and answer key are available.

ENGLISH GRAMMAR AND COMPOSITION

English in Action. 7th Ed. Courses 1-4 (Grades 9-12). By J. C. Tressler, Henry I. Christ, Anthony E. Terino, and Margaret M. Starkey. 1960 (Heath)

An integrated program to foster cumulative growth in language skills. Trains students to think, listen, read, speak, and write. Relates language study to students' activities. Provides thorough grounding in functional grammar. Flexible organization; abundant drill; many color photos and illustrations.

English Skills. By J. N. Hook, F. C. Guild, and R. L. Stevens. 1959 (Ginn)

A series for grades 9-12 which develops skills in all types of communication. It follows specific guidance to students in understanding and formulating principles with abundant practice and test material. Special labeling devices in color simplify teaching and learning by making rules, practice exercises, and tests easy to find. Workbooks, Teachers' Handbooks and Keys, Tests available for each book.

Essential English and Basic Word List for Adults. Cass. 1960 (Noble)

Contains a basic vocabulary of about 1000 words and many practice exercises in using a dictionary, correcting common errors, etc.

Guide to Modern English Series. By Corbin, Blough, Perrin, Vander Beek (Scott, Foresman)

Teaching chapters cover grammar, usage, punctuation, spelling, composition. Exercises give students practice in using language understandings. **Guide to Modern English Nine, Guide to Modern English Ten, Guide to Modern English** (Upper years of high school). **Teacher's Resource Book, GME 9**

Picturing Sentence Structure. By John Patterson. 1959 (Merrill)

Text-workbook, Grades 7-12, based on Reed and Kellogg method of diagramming. Contains 350 sentences for diagramming, 44 model diagrams, 8 sets of practice exercises, final review exercises, and complete 10-page glossary of grammatical terms. Teacher's Answer

ENGLISH LITERATURE

America Reads Program. Revised By Pooley, Gray, Poley, and others: *Good Times Through Literature, Exploring Life Through Literature, The United States in Literature, England in Literature.* (Scott, Foresman)

A strong program of literature. Study aids keep teen-agers growing-through-reading power and literary appreciation.

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Anne Frank: The Diary of a Young Girl. (Globe)

One of the most powerful literary documents of our time in an exclusive school edition. Accompanied by unusual illustrations, an appreciative preface, and question material prepared by M. H. Lewittes.

Essays for Modern Youth. By Jay E. Greene. 1960 (Globe)

More than 100 teachable essays, organized into twenty units or theme-centers based upon the interests of young people. Some of the unit topics: On the

Playing Field, Science in Today's World, The Air Age, Enjoying Music and Art, Exploring Books and the Theatre. Vocabulary quizzes, suggestions for discussion and follow-up activities, supplementary reading lists, and typical scholarship exam questions.

Macbeth in Modern English. Adapted by Currie; **Call of the Wild.** Abridged by Sandrus; **Adventures with Animals.** Adapted by Sandrus (Scott, Foresman)

These are simplified classics, fourth, fifth, and sixth grade reading level (unlabeled).

New English Voices. By E. J. Gergely,

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High School Texts (Continued)

Brother E. Patrick, F.S.C., Roy J. Deferrari. Revised edition, 1958, 798 pages (Sadlier)

A chronological presentation of English literature adapted to the needs of the Catholic high-school senior.

ETIQUETTE

Good Manners: The Magic Key. By Margaret Stephenson and Ruth Millett. 1959 (McKnight & McKnight)

Complete revision of a book formerly called *How-Do-You-Do?* Designed to help youngsters learn proper actions and good manners at home and in public. For junior high students.

FRENCH

F & W New Language Phone Method. A complete course in French, German, Spanish, or Italian. Set includes recordings by noted linguists, manual and textbook in a handsome case. 1959 (Funk & Wagnalls)

Six 33 1/3 High Fidelity long-playing or eighteen 78 rpm records.

Intermediate Conversational French. By Harris and Leveque. (Holt)

Le Francais Book 1, Book 2. 1959. (Holt)

Accompanying this edition are complete laboratory tape recordings, totalling about 22 hours for Book 1, and 20 hours for Book 2. Partial disc recordings on 33 1/3 rpm long play records also available.

New Second-Year French. By K. L. O'Brien and M. S. Lafrance. 1950 (Ginn)

Extends the oral-aural, student-centered method of *New First-Year French* to the second year. It uses new reading passages that discuss historical, cultural, economic, and social developments in France. Other new features: more attention to word study, more exercises, shortened explanations, increased use of French; a revised presentation of the subjunctive. The text provides thorough review of first-year grammar. Many pictures. Tests available.

Tapes for O'Brien and Lafrance New First-Year French. Prepared under the direction of Harry L. Bratnober. 1960 (Ginn)

Form A is designed especially for classroom use and language laboratories, with pauses—21 5-inch reels, 3 3/4 ips, double-track. Form B is especially for teachers and is without pauses, five 7-inch reels, 3 3/4 ips, double-track. 1 set of either form includes a Teachers' Guide and recorded text which is also available separately.

GENERAL SCIENCE

Fundamentals of Science, Revised Experimental Edition, 1959. By H. Austin Taylor and Brother Frederick T. Weisbruch, S.M. 1959 (Double-day)

This text is intended for a ninth-grade course and emphasizes "pure science" as the starting point of a sound scientific education in the present-day American high school. Revised edition includes many improvements for more effective classroom teaching based on actual experience during the 1958-1959 school year. Inexpensive format.

Science Problems Book 3. By Beauchamp, Mayfield, and West (Scott, Foresman)

For first year high school. A continuation of the junior-high program devoted to the acquisition of general concepts through a problem-solving method of attack. Teacher's Edition and workbook available.

GEOGRAPHY

Directed Studies to Accompany World Geography. Revised Edition by John Hodgdon Bradley (Ginn)

A workbook that is a practical aid to the teacher, for it shows students how to build geographic knowledge by using the proper study methods. It provides high-school students with a wealth of activities including working with globes, making graphs of climatic conditions, and investigating community plant and animal resources. Abundant detailed work with maps is supplied.

Global Geography. Van Cleef and Finney. 1959 (Allyn and Bacon)

A physical, economic, and commercial geography organized around basic trends which students may use as adults to make mature judgments and decisions.

World Geography. Gr. 9-11. By Israel, Roemer, and Durand (Holt)

GEOMETRY


Essentials of Solid Geometry, Including Spherical Geometry. By A. M. Welchons, W. R. Krickenger, and H. R. Pearson. 1959 (Ginn)

A brief course in solid geometry adaptable to a 5-to-7 week course of study. It may be used separately or with the authors' *Plane Geometry*. It has an adequate number of graded exercises. Paper-bound.

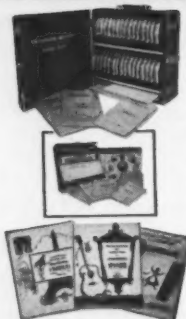
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High School Geometry. By Rachel P. Keniston and Jean Tully. 1960 (Ginn) Plane geometry, the essentials of solid geometry, and related topics from coordinate geometry in a course that makes extensive use of visual aids to learning. Suitable for college preparatory work. Teachers' Manual and Answer Book. 1960

Universal Exercises in Geometry. By Daymond J. Aiken and Wilson Thornton; 1959. Revised by A. Wilson Goodwin 1959 (Merrill)

75 Tests covering angle measurement, triangles, construction, formulas, proportions, ratios, etc. to aid comprehension and to aid pupils in the development and mastery of the subject.

GUIDANCE

Successful Living. By Peterson. 1959 (Allyn and Bacon)

For courses in human relations with emphasis on individual problem solving. Workbooks include self-tests, activities, and class projects.

Young Living. By Nanalee Clayton. 1959 (Bennett Co.)

Thoroughly discusses problems of these vital and difficult formative years, preparing the youngster for future home-making study and fitting him or her for better everyday living.

HEALTH & SAFETY

Building Health. 3rd Ed. By Dorothea M. Williams 1959 (Lippincott)

Effectively planned to encourage teenagers to acquire good health habits and health practices. Supporting the premise that students' health is dependent upon their way of living, as well as upon a knowledge of facts, the text provides plenty of *doing* experiences through a problem approach, enabling the student to put health principles into practice. (Gr. 7, 8, or 9)

Enjoying Health. 3rd Ed. By Evelyn G. Jones Gr. 10-12. 1959 (Lippincott)

Relates scientific health principles to the subject of personal appearance and physical fitness—the subjects of most interest to teen-agers. *Doing* is an integral part of the classroom program which covers every major area of health education, including the vital systems and organs of the body.

Let's Drive Right. By Halsey (Scott, Foresman)

Driver education text with emphasis on correct attitudes and judgement neces-

sary for safe driving. Workbook and tests available.

HISTORY

Ancient and Medieval History. By Magoffin and Duncalf. 1959 (Silver Burdett)

Vividly depicting the rise of classical culture and the development of medieval civilization, this book stresses the influence of the past on modern life.

Civilization for Modern Times (Second Edition). By Nicholas A. Weber, S.M., S.T.D., and John L. White, S.M., M.A. 1958. 428 pp. (Catholic Education Press)

A Catholic high school text in modern history covering the period from the Reformation to the Coronation of Pope John XXIII inclusive. This revision was published in late 1958. Workbook available.

Man's Achievements through the Ages.

By Wm. Habberton, Lawrence V. Roth (Laidlaw)

A new world history which traces man's progress as a dynamic relationship of technical, social, economic and environmental factors. Present-day events are often used to clarify historical situations which might otherwise be difficult for the student to understand.

Our World History. By C. E. Black. 1960 (Ginn)

Dramatic and readable presentation of world history with balanced emphasis on our European heritage and emerging world cultures. Manual, Workbook, Unit and Final Tests, and Teachers' Editor of Workbook. 1960

Story of Nations. By Rogers, Adams, and Brown. 1960 (Holt)

World history for grades 9, 10, or 11. Workbook and tests available.

This Is Communism. By David Weingast. Foreword by E. F. Kennerly, Supt. of Schools, Newark, N. J. 1959 (Oxford Book Co.)

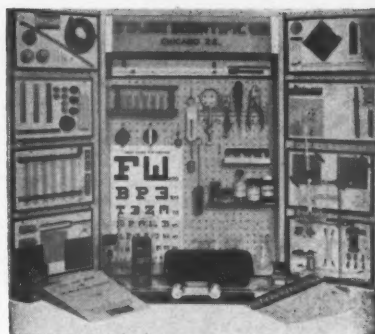
An authentic insight into communist theory and practice. Covers the economic organization of the Soviet world, living standards, political expansion, and the communist conspiracy in the United States and throughout the world.

Visualized Problems of American Democracy (Catholic Edition). By Kenneth D. Hart; edited by Rev. C. G. McAleer. 1959. Revised Ed. (Oxford Book Co.)

An up-to-date interpretation of a wide range of social, political, and economic problems which confront the American people today. It emphasizes the Catholic point of view on such problems as marriage and divorce, education, and child labor.

West's Story of Our Country. Revised by Gardner. 1960 (Allyn and Bacon)

A new, completely modernized version. The narrative is a chronicle of people and places, of events and forces which made America great. Two fundamental



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ideas are emphasized: that democracy in the U. S. grew steadily from early days to the present and that each American citizen has a responsibility to preserve and nourish our democratic ideals.

The World's History. Third Edition. By Frederic C. Lane, Eric F. Goldman, and Erling M. Hunt. 1959 (Harcourt, Brace)

A basic 10th grade text, organized around the major forces (such as nationalism, democracy, science, religion) that have shaped the world in the past and are continuing to influence its development. Treats significant international events to 1959 and gives timely emphasis to the Middle and Far East. Accompanied by a Student Guide and Workbook and separate booklet of tests, with answer key.

HOME ECONOMICS

The Bishop Method of Clothing Construction. By Bishop and Arch 1959 (Lippincott)

Step by step garment construction, stressing high standards and efficient methods, fundamental principles cutting, stitching pressing, preparing and marking cloth.

Building Your Home Life. By Wallace and McCullar. 1960 (Lippincott)

For the introductory high school Home Ec. course. Family living, foods, clothing, management.

Dress. Bess V. Oerke. 1960 (Bennett)

The first and only clothing textbook for the high school homemaking student in which style and fashion features are fully demonstrated with up-to-date photographs.

Food for Better Living. McDermott, Trilling and Nicholas. Third Ed. 1960 (Lippincott)

A basic foods text. Emphasizes buying habits, frozen foods, packaged food-stuffs, serving, planning, health aspects.

Homemaking for Teen-Agers. Book 1. Irene E. McDermott and Florence W. Nicholas. 1960 (Bennett)

A homemaking text written at the level of the junior high student.

Mealtime. Bess V. Oerke. 1960 (Bennett)

Based on the "life-cycle" theory. All the important data needed by the present-day young homemaker, emerging into adult family life, is contained in this exciting new text.

Young Living. Nanalee Clayton. 1959 (Bennett)

The answer to so many teachers' requests for a homemaking text written in the vocabulary and at the interest level of the seventh and eighth grade "enter-teen" students.

Your Life in the Family. Rhodes and Samples. 1959 (Lippincott)

A family living course for the high school, designed for the 11th or 12th grades, emphasizes family living. Book reviewed prior to publication by Sr. Agnes Marie, Regis College, Weston, Mass.

LATIN

Using Latin. Bk 1. (Rev.). By Gummere and Horn (Scott, Foresman)

Through a functional reading approach, students develop greater language understanding and experience greater enjoyment of Latin.

MATHEMATICS

Applied General Mathematics. By Piper, Gardner, and Gruber. 1960 (South-Western)

A functional and practical presentation of arithmetic, algebra, geometry, and the set theory of mathematics.

Everyday General Mathematics. Book One. Rev. Ed. By W. Betz, A. B. Miller, E. B. Mitchell, and H. C. Taylor. 1960 (Ginn)

Arithmetic, simple functional algebra, and informal geometry. Revised Edition has an enlarged testing program, interesting use of color, and attractive new photographs.

Fusion Mathematics. By Freilich, Shanholt, and McCormack. With Answers. 1958 (Silver Burdett)

Intermediate algebra and plane trigonometry are correlated and unified in this one book for efficient, functional teaching. New topics are developed inductively through thought-provoking questions.

General Mathematics. 2nd Ed. Gr. 9 or 10 (1960). By Mallory, Skeen and Meserve (The L. W. Singer Co.)

For students who need socially useful mathematics to prepare them for competent and happy citizenship. Only those problems have been selected which are concerned with the student's interests in play, school, home, and work. Study material is closely related to socially useful situations and are set in the familiar home and school environment. Although the topics selected were chosen mainly from the field of arithmetic, intuitive geometry, the algebra of simple formulas, and the tangent ratio are included.

Mathematics Skill Builder. By Briggs. 1960 (South-Western)

A functional workbook of 75 lessons and 75 tests that provide a thorough review of the fundamentals.

Holt General Mathematics. By Kinney, Ruble, and Blythe (Holt)

The New Applied Mathematics. By Sidney J. Lasley and Myrtle F. Mudd. 5th Edition, 1958, 457 pages (Prentice-Hall, Inc.)

A new edition which provides for the mastery and application of the basic processes of arithmetic, algebra, and geometry. Teaches the use of mathematics in business matters and other consumer problems.

Basic Mathematics for High Schools. By Thordarson and Anderson. 1959 (Allyn and Bacon)

A basic text for classes in general mathematics, practical mathematics, ap-

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Foundations of Advanced Mathematics.

By William E. Kline, Robert Oesterle, and Leroy M. Willson, 1959, 525 pages, ill. (American Book Company)

A constructive modernization of twelfth year mathematics, this textbook includes six self-contained sections dealing with advanced mathematics: solid geometry, trigonometry, analytic geometry, calculus, statistics, and algebra. Throughout, the emphasis is on analysis rather than on computation. Teacher's Manual and Key.

Fundamentals of Mathematics.

By Stein, 1959 (Allyn and Bacon)
Completely streamlined text and practice book, ideal for accelerated pupils, a remedial program, or individualized teaching. Cloth-bound or paper-bound editions.

An Introduction to Sets and the Structure of Algebra.

By W. R. Krickenberg and H. R. Pearson, 1958 (Ginn)
A booklet (paper-bound) introducing basic vocabulary, symbolism, and concepts of set theory through clearly worded text and illustrative examples. Includes exercises. For use with standard courses in high-school mathematics.

Mathematics to Use. Revised Edition.

By M. A. Potter, 1959 (Ginn)
A beginning course primarily for non-

academic students in a revision that offers problems and topics for able students. Color spotlights principles, exercises, etc. The text includes arithmetic plus business applications; algebra for evaluating simple formulas, solving simple equations, understanding ratio and proportion, reading graphs; geometry for understanding simple facts in blueprints and machinery, and for appreciating form and design in architecture and nature. Workbook and Teachers' Manual available.

MUSIC

Concert Time. By S. Preus, 1959 (Ginn)
12 songs in two-, three-, and four-part harmony appropriate for concert, school program, or assembly presentation. Closer use of the canon, repetition of melodic and rhythmic figures, and the extension and diminution of familiar themes make these songs easy to learn (paper-bound).

The Girls' Book. By L. B. Pitts, M. Glenn, L. Watters, and L. Wersen, 1959 (Ginn)

A new paper-bound book for girls' choruses, containing 30 songs arranged for SSA, in the easy-to-medium range of difficulty. This collection includes a good variety of songs which are interesting to teen-age girls: love songs, sacred songs, spirituals, folk songs, and Christmas songs. It is arranged for con-

cert use. A few selections are written in close harmony.

PHYSICS

Exploring Physics. New Edition. By Richard F. Brinckerhoff, Judson B. Cross, and Arthur Lazarus, 1959 (Harcourt, Brace)

Extensively revised to answer the requirements of the new standard physics course, this basic text gives greater attention to theories of physics and results of modern research, but in a framework of the familiar organization. Full program of supplementary materials, including a laboratory manual-workbook.

Modern Physics (Standard Course). By Dull, Metcalf, and Williams, 1960 (Holt)

Also available *Physics Workbook* (1960), *Laboratory Experiments in Physics* (1960), and *Tests in Physics*, Series A and B.

Physics. By the Physical Science Study Committee of Educational Services Incorporated, 1960 (Heath)

Dynamic new approach to high school physics, tested thoroughly and found suitable for students of various abilities. Lays a solid foundation for higher experimental and theoretical physics. Text, laboratory guide, and teacher's

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A new literature program for less able readers. Anthology of selections and a reading skills handbook.

Macbeth. (In Modern English). Adapted by Currie. **Call of the Wild**. Abridged by Sandrus. **Adventures with Animals**. Adapted by Sandrus. **People to Remember**. Adapted by Moderow (Scott, Foresman)

These are intended for reading by less able readers. The adaptations are on the 4th, 5th, or 6th grade level (unlabeled).

Robinson Crusoe. The Raft. With The Rime of the Ancient Mariner. Edited by Stanley Rodman, 1959 (Noble)

One of the Comparative Classics Series, containing three great survival stories in one volume with new type tests, typical college entrance and Regents' examination questions, and a wealth of thought-provoking questions designed for a comparative study of an older classic with a modern work of similar plot.

RELIGION

The Christian Life Series. By Sister Jane Marie Murray, O.P., and Rev. Thomas Barrosse, C.S.C. Book 2: **God and His People**. 456 pp. 1959 (Fides)

An approach to a knowledge of God, an insight into the relationship that exists between God and man. Presents the historical approach based on Sacred Scriptures, and the scientific approach of St. Thomas Aquinas made easily intelligible for students. The first high school text to incorporate the latest Biblical research.

Advanced Course for Catholic Living for Confraternity Classes. Sisters, Mission Helpers of the Sacred Heart. (Our Sunday Visitor Press).

Four-book series for public high school students to challenge intellectual and spiritual powers of the adolescent through psychological, Christo-centric approach. Doctrine presented in Scriptural-liturgical framework made applicable to modern Catholic living for adolescent and adult. *Natural and Supernatural Man*, the living Faith and man's endowment. *Social Man*, Christ living in His Church through the centuries. *Moral Man*, following Christ by keeping the commandments. *Apostolic Man*,

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Visualized Church History. By Sister Mary Loyola Vath, O.P., Ph.D. Rev. ed. 1959 (Oxford Book Co.)

A survey of the history of the Church, including such recent developments as the martyrdom of leading churchmen in communist countries. A 1959 supplement includes the accession of Pope John XXIII, and the Church in our new states, Alaska and Hawaii.

SCIENCE

The Physical Sciences. 2nd Rev. Ed. By G. S. Eby, C. L. Waugh, H. E. Welch, and B. R. Buckingham. 1960. (Ginn)

General course presenting the essential contents of the physical sciences—astronomy, geology, physics, and chemistry. Introduces recent developments in exploring space. Laboratory Guide. 1960

SOCIOLOGY

High School Sociology. By Cole. 1959 (Allyn and Bacon)

Part I of the text explains the historical, cultural and biological aspects of the society. Part II deals with the individual as a member of the society. Part III discusses the problems confronting the present day society.

SPANISH

Practice Exercises for First-Year Spanish. By Charles N. Staubach (Ginn). Teachers' Edition of Practice Exercises. Test. Manual and Key.

This attractive workbook with large open pages and lively pen and ink sketches supplements the text with exercises designed to increase the student's ability to speak, understand, and read as well as write Spanish. Each problem is approached from the student's point of view. A minimum of

English is used. The workbook includes challenging work for the more able student.

Practice Exercises for Second-Year Spanish. By C. C. and A. N. Bacheller and C. N. Staubach. 1959. **Tests for Second-Year Spanish**. By C. C. and A. N. Bacheller and C. N. Staubach. 1959 (Ginn)

Review and testing of material from the corresponding lesson in Staubach, Eldon, Walsh's Second-Year Spanish.

Primera Vista. By Ginsburg-Nassi. 1959 (Allyn & Bacon)

This first year text follows the aural-oral approach used in *Speaking Spanish*, an introductory book by the same authors. Stresses cultural life of our Latin American neighbors.

Tapes for Staubach, Walsh First-Year Spanish. 1960 (Ginn)

3 7-inch reels, 7 1/2 ips, single track and Guide. Guide also available separately.

SPEECH

A Guide to Speech for High Schools. By Vincent J. Horkan, Ph.D., and LaMont L. Okey, Ph.D., 1959 (Noble & Noble)

A class-tested student's text providing practical assignments for a complete year's work. Each student is given an opportunity to speak at least ten times in the course of the year, and, in addition, the program allows ample time for criticism and class discussion. May be used in any high school English class.

Speech for All. Revised by Markert. 1959 (Allyn and Bacon)

A text designed for use in public speaking classes. Also used effectively in the oral communication phases of regular English classes.

SPELLING

Common Words. By David H. Patton and Eleanor M. Johnson. 1958 (Mer-rill)

For Grades 9-10. Teaches spelling, meaning, and usage of words most commonly misspelled and misused by students and adults. Basic list of high utility words, plus review of hardest elementary words. Teacher's Answer Key.

REFERENCE

Cassell's Italian Dictionary. Italian-English, English-Italian, 1959 (Funk & Wagnalls)

An entirely new lexicon including the colloquialisms and new words of modern Italian speech as well as the obsolete words which occur in the works of the classic Italian authors. 1,104 pp., 6 x 9 1/4.

F & W Standard Dictionary of the English Language, International Edition 1959 (Funk & Wagnalls)

This completely new and comprehensive dictionary includes the latest scientific and technical terms, a simplified system of pronunciation, and concise word histories. Three-column format. 1,542 pp. ill., thumb-indexed, 8 1/2 x 11.

New International 1959 Year Book, Events of 1958 (Funk & Wagnalls)

Outstanding events of the year chronicled in thorough, scholarly, vivid fashion by more than 300 authorities; covers over 1,000 topics. 624 pp., ill., index.

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News of School Supplies and Equipment

Basic Electricity Teaching Aid

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Electro-Lab Model 100 complete with Instruction Manual and Student Problem Sheets is priced at \$125. For literature write Educational Products Division, Dept. 9, Magnetic Devices, Inc., 712 East St., Frederick, Maryland. **SS&E 20**

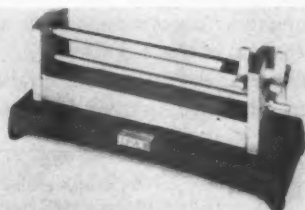
Cenco-Miller Teaching Devices

To help teach physics students about changes created by thermal energy, two new laboratory demonstration pieces made by Central Scientific Co. are suggested.

One of the devices demonstrates the forces involved in thermal expansion and contraction while another shows the effects of temperature change on the resistance of conductors.

The first unit is built around a steel expansion bar about one foot long, held between two ends of a yolk. The rod can be heated by a manifold gas burner built

into the unit; it can be cooled either by the surrounding air or by spraying water on it. In the test, cast iron drive pins are



inserted in the rod at the free end, one on each side of the yolk end piece. As the heated rod expands, its pressure is exerted against the inside drive pin, (Continued on page 437)



AUDIO VISUAL EDUCATION

THE CATHOLIC EDUCATOR is the official publication of the Catholic Audio-Visual Educators Association

Marianist Language Institute: Modern Approach to FL Instruction

By Alphonso Tous, J.D.

A MAJOR STEP toward a more effective approach to foreign language instruction at college level was taken recently by the Cincinnati Province of the Marianists when it inaugurated The Marianist Language Institute with intensive Summer courses in French and Spanish attended by sixteen Marianist Brothers and a layman.

The institute functioned at Chaminade High School, Mineola, N. Y., which has a 46-position language laboratory and is already installing a new unit with 36 additional positions. The lab and classrooms were provided with air-conditioning. The equipment used in the lab is Linguatrainer, devised by the languages and technical staffs of M.I.T.

Goals

Six Brothers going to Switzerland next Fall to pursue their studies of the priesthood followed the French course. Nine Brothers who are or intend to become language teachers enrolled in the Spanish course. The goals and scope of these courses were therefore different, though they coincided with the need of stressing understanding and speaking the foreign language, in accordance with the recommendation of the Modern Languages Association, which assigns priority to the cultivation of these skills.

The French course had aural-oral proficiency as its main objective, plus familiarizing the Brothers—in

French—with the customs and civilization of the French-speaking world they would soon meet. The Spanish course had, in addition to the emphasis on hearing and speaking, a deep concern for teaching students how to teach modern languages effectively and in a modern way.

Schedule and Intensity

The French classes ran for six weeks; the Spanish course lasted seven weeks. Classes met six days a week, plus a two-hour lab period on Sundays. They were scheduled from 8 a.m. to 12 n., 1 p.m. to 3 p.m., and 7:30 p.m. to 9:30 p.m.—a total of eight hours. This is at least an hour more intensive than any of the foreign language summer courses given by institutions of higher learning or the 40 summer institutes for FL teachers financed under the auspices of the NDEA, all of which are held five days a week.

A consistent effort was made to provide the "foreign atmosphere." Students had their meals together with their teachers, who made it a point to maintain the conversation exclusively in the language being taught. An unwritten law required the students to use the FL in their verbal exchanges wherever possible, and this was increasingly adhered to by them. Various types of recreation were offered in the foreign language, and students were asked to listen to the FL stations in New York City.

Organization

The Institute was planned and organized by Rev. Brother John T. Darby, S.M., principal of Chaminade High School till last year and presently provincial supervisor of the Society of Mary, who entrusted general supervision and direction of the Institute to Brother Albert J. Kozar, principal of Chaminade. Brother Kozar secured the cooperation of a staff composed of Mr. Lawrence Cascio, who teaches French and Spanish at Fordham College, Brother Gustave Lamontagne, a French Canadian who has taught for many years ad-

Dr. Tous is chairman of the modern language department at Chaminade High School, Mineola, N.Y., professor of Spanish at the Marianist Language Institute, and vice president of the Association of Foreign Language Chairmen of Nassau County high schools. He draws on experience in several fields: educational, foreign service, and journalism. For thirteen years he taught in public and private Ecuadorian schools, was director of the school of languages at the University of Guayaquil, Ecuador, lectured in Spanish at The American University, Washington, D.C. He was senator for private education, Ecuadorian Congress. Among several foreign service posts he held was alternate permanent representative, Ecuadorian delegation to the U.N.



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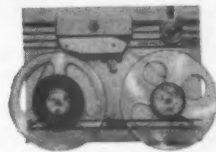
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Marianist Brothers during a language lab session in the laboratory at Chaminade High School. Then a 46-position lab, since increased to 82 positions permitting four teachers to conduct different classes simultaneously, the area at the left is now devoted to miniature displays, on four tables. Various a railroad station, an office, a home—these displays offer a concretizing for practice dialogs in the language being studied.

vanced courses in the French section of Canada and who was also en route to Switzerland to become a priest, Brother Peter Lindemann, S.M., who has taught for ten years in the Marianist high school in Puerto Rico and previously taught Spanish for five years at Chaminade High School, and the writer of this article who has had the opportunity of teaching languages and other subjects at the undergraduate and graduate levels in American, Italian, and Ecuadorian universities, and was for four years Director of the School of Languages at the University of Guayaquil, Ecuador.

The FSI-FL Basic Course

The principal tool used in the French and Spanish courses for imparting facility in understanding and fluency in expression was the *FSI-FL Basic Course*, obtained through the cooperation of the Foreign Service Institute of the U. S. Department of State, which devised it for the training of its personnel. This method is designed to render it possible for a foreign service officer to acquire in a relatively short time of intensive training "a speaking and reading knowledge of a foreign language that could be considered by us adequate for handling their work and representation requirements overseas," as Dr. Howard E. Sollenberger, Dean of the School of Languages at the FSI, has defined it. To attain this ability in an expeditious manner, in the hundred and some odd languages taught at its school of languages, the FSI put to work many years ago the outstanding linguists in its staff, who are still painstakingly experimenting with many of the lessons of the more common languages, not to mention the exotic ones.

Fundamentally, the FSI system is a derivation of the well-known Army method, tried out successfully

under the pressure of the last World War.¹ This method is now in vogue, in one form or another, at all the most advanced schools of foreign languages in the land, for it proved its effectiveness beyond question with hundreds of thousands of military men of the most varied backgrounds. The merit of the FSI approach lies in that it does introduce a number of features which are probably more perfected than in the other derivations of the Army method found at institutions of higher learning.

Another of the real merits of the *FSI-FL Basic Course* is that, although it is intended to serve the needs of its officers (who are among the finest Masters or near-Masters in the nation), it does not purport to provide a phraseology exclusively for a foreign service officer's life and work, nor is it keyed to the mentality of a person with a six-year college education.

Guided Imitation and Overlearning

The underlying principle of the FSI course, as that of the Army method, is *Guided Imitation* of a native or (if unavoidable) a near-native speaker. This guided imitation must be carried to a point of *overlearning*, so that each pattern word or phrase learned becomes as "second nature" to the student, and he does not think of translating at all. Psychological and psychiatric research and experimentation have demonstrated that, after hearing and repeating a set phrase uninterruptedly for a certain number of times, the average human mind cannot help making it its own. The old saying that repetition is the heart of learning has thus received its scientific baptism.

The model phrases of an interesting dialog related to specific situations (office, parties, looking for an apartment, eating at a restaurant, taking a walk or a

Brother Lamontagne (French) and Brother Lindemann (Spanish) impart instructions during a lab period at the summer Institute at Chaminade High School. The Linguatrainer setup permits the 46 positions to be divided into two entirely independent units of 25 and 21 positions to accommodate simultaneously two small classes—this has since been added to for 4 classes using the 82 positions in the expanded laboratory.





**"For simplicity of operation, and as an aid
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T.M.

That is what we were told by Dr. Alfonso Tous, Chairman of the Modern Languages Department of Chaminade High School of Mineola, New York, where an 82-position LinguaTRAINER System has been installed.

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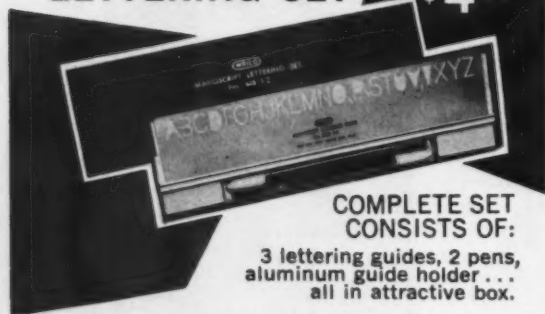


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ride, attending religious activities or other festivities proper to the country where the FL is spoken, e.g., a bullfight) are thus *overlearned*. They are then followed by a series of exercises (agreement, substitution, replacement, variation, answer, etc.) conceived to develop flexibility in the use of the patterns (structural, idiomatic, etc.) introduced by the various phrases in the dialog. The exercises, however, present only previously *overlearned* words or phrases. They are thus supposed to come out as naturally and freely as the patterns themselves. In order that these previously *overlearned* words and phrases may not be forgotten care has been taken to reintroduce them, either in the dialogs or the exercises, seven or eight times in successive lessons.

Three Techniques

To reach the stage of *overlearning* in the *guided imitation* method the teacher must observe the following techniques:

(1) Speak, from the very beginning, in the natural tempo of the language, because slowing down is distortion.

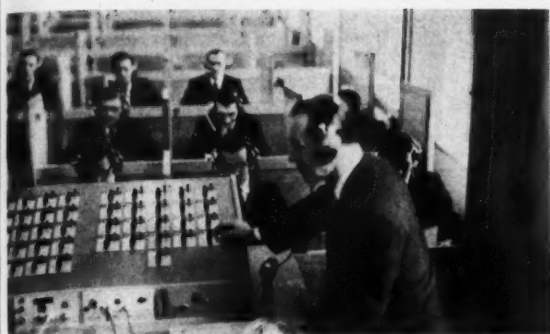
(2) Insist, from the very beginning, upon accurate, almost perfect pronunciation, for here, it is true, an ounce of prevention is worth a pound of remedy. Besides, a person conscious of his "accent" will be materially hampered in acquiring real fluency in thinking and in expressing himself in a foreign language.

(3) Repeat, repeat, and repeat until it is evident that the word or phrase has firmly taken root in the mind of the students. Of course, this does not mean in every student within a specified time, for some students are naturally much slower than others, though by dint of effort these will pick up the necessary maturation from one lesson to the next. However, unless this takes place the class cannot go on successfully.

The task of securing proper memorization is most

Student teaching: Brother Bredstege of St. Joseph's High School, Cleveland, Ohio, enjoys monitoring his classmates in the language laboratory at Chaminade High School. Brother Kess (left) makes a "master" tape cartridge from a tape recording while he "feeds" this program to his own group through the intercom system.





Prof. Cascio (French) checks on the "parlez-vous" of his pupils. These are Marianist Brothers studying at Chaminade High School for 8 hours a day in preparation for their study abroad.

difficult and tedious, for *overlearning* is simply a decent word for "brainwashing." It is a process which needs to be handled with expertness, for it may easily deteriorate into a boring and unsufferable routine if overdone, or performed without alertness, variety, enthusiasm, and drive on the part of the teacher.

Reading

Reading comes only after some pronounced advances have been made in hearing and speaking the language. In the Spanish Basic Course it arises after the first quarter of the course is finished. The principle of building upon what has been *overlearned* and of not introducing new matter in the exercises is also strictly adhered to at the beginning of this stage. It follows the recommendation of the MLA on the subject, which may be summarized as follows: "Learning to read a foreign language, the third phase of the hearing-speaking-reading-writing progression in the acquiring of language skills, should aim at the ability to grasp the meaning directly, without translating."² The insistence of the MLA on this score is even carried into the final phase of the aforementioned progression: "Writing is the *fourth* stage in the early acquirement of language skills; the student should write only what he can already say correctly. Topics should be so designed as to enable him to make maximum use of the vocabulary and speech patterns he has acquired."³

After a few lessons have been covered in which reading of this type has been used, new phrases and vocabulary are introduced immediately before said reading is undertaken. But—these new words and phrases are supposed to be memorized in the same manner as those in the dialog, i.e., *overlearned*. Otherwise, the natural flow of the sentence would be interrupted.

Experimentation

The principal objective of this article and space limitations proper to this journal on general education do not permit us even to allude to the many experiments we conducted in implementing the *FSI-Basic Course*, much less to enter into the details of our research and

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findings. This will appear in a future issue of a language journal. Sufficient here to mention that the seven or eight steps contemplated for *overlearning* the dialog were progressively reduced to four, and that, to a large extent, individual repetition was substituted by group repetition, thus affording to the individual student more instances of oral repetition before entering into the actual practice of the dialog.

It probably should be underlined that the writer had ample experience in using the *FSI-FL Basic Course* in its complete cycle while teaching the Spanish course offered by the Catholic University of Puerto Rico for religious and lay people working closely with the immense Puerto Rican population in New York. This course was given at Cardinal Hayes High School (the Bronx, N. Y. C.), and was attended by over 250 students. The *FSI-FL Basic Course* was the tool exclusively used there in classes not exceeding six students. Hence, experimentation was not improvised.

Results

The results obtained from the use of the *FSI-FL Basic Course*, in both languages, were extremely satisfactory. This was evidenced not only in the tests of oral proficiency taken but also in various opportunities when the students engaged in conversation with Spanish-speaking or French-speaking persons for several hours. The comments on the part of these persons were very complimentary. On the other hand, nothing could have proven better than this to the students themselves, the gains they had made from that first day when hardly any of them was able to say a couple of sentences except falteringly.

120 Sentences of Every Day Use

Although the *FSI-FL Basic Course* covers a wide variety of situations in the course of its lessons, it does not provide at the very start a minimum working vo-

Around a tape recorder with earphone attachments. Students at the Marianist Language Institute listen attentively to an hour-long speech delivered recently by a well-known South American statesman, speaker, and former Secretary-General of the OAS, Dr. Lleras Camargo, President of Colombia.



Master tape storage facilities at Chaminade High School language laboratory. More such storage shelves were added during the past summer.

cabulary and phraseology for a student following an intensive course, so that he may think and express himself in the foreign language with respect to his ordinary, hour to hour daily activities and relationships. This phraseology is the more important in a course where the attempt is made to have the student imagine that he has been transplanted, so to say, to a foreign country where his native tongue is not used.

We therefore provided the student with a list of phrases in the first person singular, present tense, which carries him chronologically from the moment he wakes up to the time he finally falls soundly asleep after having gone to school, studied his lessons, gone to the movies, danced, etc., returned quietly to his home, had a nightmare about his French or Spanish teacher (!), and so on.

The list we prepared was mainly based upon one entitled "Typical Day of a Chaminade Man," drawn up several years ago by Bro. Gerald Morris, S.M., presently of Most Holy Trinity High School, Brooklyn, N. Y., when he taught Spanish at Chaminade High School, Mineola, N. Y.

We added about 100 sentences under two categories: "I usually . . ." and "Sometimes I . . ." We endeavored to incorporate events which occur somewhat less frequently than those of daily occurrence, and in doing so we were particularly careful to use idiomatic expressions, many of which, though current in the Spanish world, are conspicuously absent from the vast majority of college textbooks, even in advanced courses.

During the first week of the course we devoted the two hours of night work exclusively to having the 120 sentences of every day usage *overlearned*. We used the same technique for "driving them home" as we did during the day with the dialogs. On the succeeding week the benefits of this policy were apparent in the conversations held outside class hours. In order to facilitate their use with respect to other persons and in

This Calendar Spells Out Lenten Obligations . . . Day by Day

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THE 1961 CATHOLIC CALENDAR

of Fast and Abstinence for Lent, the Ember Days and the Vigils

GENERAL INFORMATION

1. **ABSTINENCE:** All Catholics over seven years of age are bound to observe the law of abstinence. It obliges in two ways.

a) **PARTIAL ABSTINENCE** on Ember Wednesdays and Saturdays and the Vigil of Pentecost. The law of partial abstinence means that meat and soup or gravy made from meat may be taken only ONCE a day at the principal meal. The law obliges even those who are not bound to fast, or who are excused or dispensed from the law of fasting.

b) **COMPLETE ABSTINENCE** on Fridays (except when a Holiday of Obligation falls on a Friday, when the law of abstinence ceases), Ash Wednesday, and the Vigils of the Immaculate Conception and Christmas. The law of complete abstinence prohibits the use of meat and soup or gravy made from meat.

2. **FAST:** All Catholics over twenty-one and under fifty-nine years of age (unless they are excused or have been dispensed) are bound to observe the law of fast. On days of fast, only one full meal is allowed. Two other meatless meals, sufficient to maintain strength, may be taken, but together they should not equal another full meal. The fast can be affected in three ways by the abstinence.

a) **FAST (PARTIAL ABSTINENCE):** In this case the abstinence is part of the fast, and therefore, those who are not obliged to fast, do not have to abstain. This is the rule on the weekdays of Lent, except Ash Wednesday, the Fridays and the Ember Days.

b) **FAST, PARTIAL ABSTINENCE:** In this case the abstinence is to be observed even by those who are not fasting. This is the rule on Ember Wednesdays and Saturdays and the Vigil of Pentecost.

c) **FAST, COMPLETE ABSTINENCE:** In this case full abstinence from meat must be observed even by those who are not fasting. This is the rule on Ash Wednesday, the Fridays of Lent, Ember Fridays, and the Vigils of the Immaculate Conception and Christmas.

They are excused from the fast whose health or ability to work would be seriously affected. In doubt concerning fast or abstinence, a parish priest or confessor should be consulted.

NOTE: Because Sundays have no fast and no abstinence, Sundays are omitted from this calendar.

COMPILED BY Rev. Salvador Pantano, O.F.M. Conv. IMPRIMATUR, 1960, FRANCIS CARDINAL SPELLMAN, Archbishop of New York.

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FEBRUARY 21 Tuesday after 1st Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, No Abstinence	FEBRUARY 22 Ember Wednesday in Lent Eve of St. Peter Under 7—No Fast, No Abstinence 7 & under 21—No Fast, Partial Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, Partial Abstinence	FEBRUARY 23 Thursday after 1st Sunday in Lent St. Peter, Apostle, Confessor, Bishop of the Church Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, Partial Abstinence	FEBRUARY 24 Ember Friday in Lent St. Basil, Apostle Under 7—No Fast, No Abstinence 7 & under 21—No Fast, Complete Abstinence 21 & under 58—Fast, Complete Abstinence Over 58—No Fast, Complete Abstinence	FEBRUARY 25 Ember Saturday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, Partial Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, Partial Abstinence
FEBRUARY 27 Monday after 2nd Sunday in Lent St. John the Evangelist, Apostle Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, No Abstinence	FEBRUARY 28 Tuesday after 2nd Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, No Abstinence	MARCH 1 Wednesday after 2nd Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, No Abstinence	MARCH 2 Thursday after 2nd Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, No Abstinence	MARCH 3 Friday after 2nd Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, Complete Abstinence 21 & under 58—Fast, Complete Abstinence Over 58—No Fast, Complete Abstinence
MARCH 4 Saturday after 2nd Sunday in Lent St. John, Apostle Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, No Abstinence	MARCH 6 Monday after 3rd Sunday in Lent St. Perpetua and Felicity, Martyrs Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, No Abstinence	MARCH 7 Tuesday after 3rd Sunday in Lent St. Thomas, Apostle, Confessor, Bishop of the Church Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, No Abstinence	MARCH 8 Wednesday after 3rd Sunday in Lent St. John of St. Basil, Confessor Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, No Abstinence	MARCH 9 Thursday after 3rd Sunday in Lent St. Francis of Assisi, Bishop Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, No Abstinence
MARCH 10 Friday after 3rd Sunday in Lent St. John the Evangelist, Apostle Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Complete Abstinence Over 58—No Fast, Complete Abstinence	MARCH 11 Saturday after 3rd Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, No Abstinence	MARCH 13 Monday after 4th Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, No Abstinence	MARCH 14 Tuesday after 4th Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, No Abstinence	MARCH 15 Wednesday after 4th Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 58—Fast, Partial Abstinence Over 58—No Fast, No Abstinence

Continued on other side.

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different tenses, we made it a point to have the same phrases repeated and translated to other persons and tenses on the following nights, until by the end of the course we had made a grand review of all tenses and moods, and students were able to use said phrases under all situations of tense, person, and number. They were likewise given oral tests, which were recorded, on these sentences, and students demonstrated real mastery in quick, easy translation, even though common vocabulary and phraseology was added without their previously knowing about it.

Culture

Culture, in both languages, was taught as a commentary on:

(1) The dialogs in the *FSI-Basic Course*. The subjects of these dialogs, which were taken up at the rate of one per day, frequently provided matter for comments stressing the differences in viewpoints between the Spanish and the English-speaking peoples. The explanations of the structure of the language, and the idiomatic expressions in particular, furnished similar opportunity.

(2) Events of the day about which we knew the students were interested, e.g., the national political conventions held at that time, which invited comparison with political life in Spanish America, or, *pari passu*, in the French-speaking communities.

The general orientation of this phase of the course was:

(1) To stress trends in the social, political, economic, spiritual, literary, and other activities of French and Spanish life rather than facts, information, dates, names, etc. Appreciation and interpretation were emphasized.

(2) From the point of view of form, the explanations were very simple and reiterative at the beginning but, as the course unfolded, they became more complex and turned into regular lectures. It was gratifying to test and find out that very little was lost in these lectures.

Utilization of an Hour Saved

The dialogs usually require about two and a half hours to be *overlearned*. However, as we found short cuts and the students acquired more and more the knack of learning them, it became possible to complete the cycle in an hour and a half or even an hour and fifteen minutes, at least as far as two-thirds of the class was concerned. The other third required more time. This represented the saving of an hour for the first group which was employed in the following manner:

(1) Translation of the excellent collection of illustrative exercises found in Tarr and Centeno's "*A Graded Spanish Review Grammar with Composition*." The explanation of the grammatical points involved, however, was made entirely in Spanish. To facilitate understanding of this explanation it was recommended that students read and study Ugarte's "*Gramática Española de Repaso*," which is entirely in Spanish but

with a view to the special problems arising in the structure of English and Spanish.

(2) Reading of "*Lengua viva y gramática*" by Amelia de del Río and Laura García Lorca, of Barnard College, which combines features of the FSI system with Ugarte's grammar. This, of course, was done by a smaller number of truly brilliant students.

(3) Reading of "*Cuentos Españoles*" by Angel Flores, a fine anthology of representative short stories by the old and the contemporary, by Spanish and Spanish American writers, and with a very good translation facing the Spanish text. The latter was used by many as recreation on Sundays.

It should be pointed out that, excepting for Centeno's work, all the rest are of the latest vintage, and therefore reflect, in a greater or lesser degree, the modern trend of teaching more *in the FL* than *about it*, and developing the aural-oral skills *before* and *not after* reading.

Student Teaching

Finally, a great deal of attention was paid to training the students of Spanish to teach *what* they were taught in the manner in *which* they were taught. It was deemed prudent to wait until the students had already experienced the advantage of the new approach before undertaking to have them master it. If they were not convinced about its benefits, they could hardly be expected to be earnest about using it as teachers. Therefore, little was said about it until about the fourth week. Then interruptions were constantly made during the study of the dialogs to point out how the sentences should be broken up for the class if they were long, or if two or three sentences, some short and some long, were said by one of the characters. They were also shown how to make short cuts, how to go back to a student who has not picked up the right pronunciation after a reasonable number of repetitions, how to keep the students participating as much as possible, etc. The most common errors committed by English-speaking people in pronunciation and intonation were carefully indicated.

Explanation was followed by practice teaching. The class of ten students was divided in two groups of five: four students acted as such and one as teacher. I supervised both. I watched carefully to see whether the would-be teachers picked up all the errors made, and whether they had learned the technique of proper correction, and proper exposition.

During the review of the dialogs, if fewer than four students participated in the same, those not doing so were called upon to pick out the mistakes so that they might be kept in constant attention.

These are but a handful of the manifold approaches imparted to the students. They were also taught how to operate a tape recorder and the language laboratory, including how to make master tapes, directly and indirectly.

Conclusion

The results:

(1) The completion of the course.

(2) The applicability of the language groups, for further study.

(3) The ability to what is permitted.

(4) The needs to sentence over-learned different necessary system.

(5) The very advantages.

(6) The intensive learning.

Teacher's conclusion: comprehensive was up and record of each.

With anti-Axis territories undertake teachers of the romance, thus, the phrases,

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In the wires power wound forms a neat resistance go out brighter

For a other Central Rd., Ch

To p filmstrip

January

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Conclusions

The results obtained justify the following conclusions:

(1) The objectives of each course were fully accomplished.

(2) The FSI method proved its usefulness and applicability to classes of widely different cultural and language backgrounds as well as to heterogeneous groups, but provision must be made in the latter case for further study by the faster students.

(3) The FSI method proved its elasticity (contrary to what some of its more stringent advocates hold) by permitting short cuts.

(4) The FSI method, if it is to be applied intensively, needs to be complemented by an initial offering of sentences of every day use which should be likewise over-learned, and should be progressively used in different moods and tenses, preferably, though not necessarily, as the tenses are developed in the FSI system itself.

(5) Talks on culture may be drawn extensively from the very dialogs in the FSI Method. This has the advantage of integrating it within the general context.

(6) Talks with teachers who have attended various intensive summer courses at institutions of higher learning as well as the summer institutes for FL Teachers under the NDEA would seem to warrant the conclusion that average improvement in aural-oral comprehension at The Marianist Language Institute was up to the par of the former. This is based on tests and recordings taken at the beginning and at the end of each course.

¹ With the U. S. deploying its armies to practically all the anti-Axis countries, and preparing itself for the occupation of territories held by the Axis powers, it became necessary to undertake a vast FL operation for which there were not enough teachers in the country. As an alternative, *informants*, natives of the respective countries, often without any teaching experience, were used as models for military men to imitate, and thus, through constant repetition of simple but inter-related phrases, pick up the language in the same manner as a child

does. A regular teacher acted as supervisor of 10 to 15 *informants*, each one of whom had six or seven students under his control. Thus, through indirection, one teacher could effectively instruct 80 to 90 students. Today, college teachers endeavor to do the same thing supported by "taped" *informants*.

² Marjorie C. Johnston and John R. Ludington, *Post-Conference Reflections*, Modern Foreign Languages in The High School, Bulletin 1958, No. 18, U. S. Dept. of Health, Education, and Welfare, p. 157.

³ *Ibid.*

The Divine Indwelling and Youth

(Continued from page 391)

God with a prayer that He would help me live a life conducive to this Divine Indwelling."

"After the explanation of the two kinds of presence, that of Immensity and that of the Divine Indwelling, a whole new truth was opened to me. It gave me a greater respect for my body and a greater love and knowledge of God who dwells within me."

"I find myself wanting to know all I can about the Divine Indwelling. I think it should be taught to everyone, young and old and not only in colleges and universities, but long before then. I had heard it mentioned before, but it was never stressed or explained. I always thought and believed God was in me when I was in the state of grace, but I had no idea until now how near I was to Him and He to me."

This is a cross section of their thoughts, simply and sincerely expressed. Young minds are made for deep truths. The doctrine of the divine Indwelling would seem to present the challenge they accept, the knowledge they crave, and the love and union with God that will, with grace, stabilize their lives.

¹ Francis L. B. Cunningham. O. P., *The Indwelling of the Trinity* (Dubuque, 1955), p. 179.

² *Ibid.*, p. 178.

³ *Summa Theologica* I, Q. 8, a. 3

News of School Supplies

(Continued from page 427)

causing it to break with a snap. On contraction, the other pin will snap.

In the second device, one of the two wires leading to a 6-volt 32 candle power lamp consists of resistance wire wound around two rods so that the wire forms a bed. A tubular gas burner beneath this wire bed heats it, causing the resistance to increase and the light to go out. Cooling causes the lamp to brighten.

For additional information about two other Cenco-Miller devices, write to Central Scientific Co., 1700 Irving Park Rd., Chicago 13, Ill.

SS&E 21

Filmstrip Table-File

To provide a convenient place to store filmstrips where teachers can see and

select them, the filmstrip table-file is now available from the maker, Jack C. Coffey Co., Inc., North Chicago, Ill.

Filmstrips are filed in an organized manner in add-a-units, each holding 40 filmstrips. The illustration shows four



units fastened on a base. If wall space is available the units may be hung horizontally or vertically. Expansion would then be limited only by the wall space.

Each unit is made of heavy-gauge steel, finished in hammerloid brown, and is 8 1/2" x 19 1/2" x 1 1/4" deep.

SS&E 22

Outdoor Statuary

The school planning to add outdoor statuary to its grounds will be interested in the four-page brochures illustrating the O'Connell Cast Stone Statuary. These products have the added treatment with "Stone-Ocon" for water-repellency.

St. Joseph the Worker, Our Lady of Providence, and St. Francis of Assisi are only a few of the entries on these two brochures which may be had from T. M. O'Connell & Co., 1308 N. Orianna St., Philadelphia 22, Pa.

SS&E 23



choose your films

EVALUATES Audio-Visual Materials

The Ten Commandments

The Ten Commandments is a set of ten filmstrips in color and five ten inch long play disc recordings. The filmstrips average 30 frames and were produced in Spain by Producciones Ancora. The records are double-faced, each 15 minute side accompanying one filmstrip. They were made in Wren studios in Minneapolis and pressed by RCA. The complete set is \$97.50. For more information write to the distributor, Catechetical Guild, 260 Summit Ave., St. Paul 2, Minnesota.

Supplementary material for the teacher is carried on each cardboard record sleeve. A summary for each filmstrip frame is printed on the sleeve identified by number. Also there are approximately eight supplementary notes and questions for discussion. The many biblical references (over 100) are printed on the record sleeve so that students may look them up in advance

and read them in class while the filmstrip is being reviewed, should the teacher adopt that procedure. Finally, each sleeve has on both sides an illustration in black and white reproduced from the filmstrip it accompanies. The teaching material is keyed to the middle and higher grades.

Units 5-8

Description. Unit 5. *The Fourth Commandment.* This is treated as follows: order and authority in society; baptism makes the child a member of God's family; Jesus was subject to Joseph and Mary; parents are hurt by indifference and disobedience; there must be love and respect between brother and sister. Also inculcated are: love for one's country and for God; duties toward the neighbor and self. Scandal must be avoided. Finally there is the example of St. Vincent de Paul, and the story of the Good Samaritan.

Unit 6. *The Fifth Commandment.*

St. Paul exhorts us to recognize our dignity, for in baptism we have been sanctified in soul and body. We must observe the physical laws of health; it is wrong to be intemperate, or needlessly to risk our life. We must use our mind by earnest application and study, as exemplified in the parable of the ten talents. The corporal and spiritual works of mercy sum up our duty toward our neighbor. Bad example and scandal harm others. Conditions are listed in which it is permissible to take life. Finally, to overcome selfishness we must imitate the generosity of Christ.

Unit 7. *The Sixth and Ninth Commandments.* Our Lady is our model of purity, which like life, must be carefully protected. Marriage for Christians is a sacrament conferring grace. Then follows the story of Susanna and the wicked men who falsely accused her. Occasions of sin must be avoided; seeking advice, prayer, the sacraments, and keeping busy are ways to stay out of sin. Following are some illustrations to bring out the evil of impurity. Lastly, for imitation, there is the example of our Blessed Lady, St. Joseph, St. Marie Goretti, and St. John the Evangelist.

Unit 8. *The Seventh and Tenth Commandments.* God shares with man His total ownership of all things; He wants everyone to work peacefully for his needs. We acquire property by labor, purchase, exchange, gift, or inheritance. We must not become attached to wealth. Those who labor should enjoy a fair share of the profits. There are listed various violations of the two commandments: thievery; swindling; usury, bribery; gambling; cheating; vandalism; failing to return lost goods. Then are exemplified correct ways of dealing with the previous incidents. Finally, there is the example of Zaccheus.

Analysis. "Youth has greater need for models than for critics." This

CAVE Evaluating Committees

The several evaluating committees and their membership as set up by the Catholic Audio-Visual Educators Association are as follows:

General Chairman: Rev. Michael F. Mullen, C.M.

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Rt. Rev. Msgr. Leo E. Hammerl, Associate Superintendent of Schools, Buffalo, N. Y., Chairman
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quotation from the record sleeve on the Fourth Commandment epitomizes the theme of this series. It stresses the virtues rather than emphasizing the kinds of sin one can commit, though the examples of the latter are plentiful enough. For example, in unit seven treating of the sixth and ninth commandments, of a total of thirty two frames, twenty seven stress the virtues, two highlight the sinful side, while the remaining three indirectly have to do with sin. In unit eight, eleven frames are devoted to various sins against the seventh and tenth commandments, about an equal number treat the opposite virtues.

A very good point in this series is the frequent references made to both the Old and New Testaments. Each unit contains nine to twelve scriptural references which highlight the points of doctrine or moral being taught. There are also references to the example of the saints which deepen the impression on the child mind.

Unit 5 was shown to a seventh grade class of boys. It was warmly received and given a unanimous vote of approval. Typical comments indicated the effectiveness of the sound with the filmstrip (the student will learn more with the eye and ear functioning than simply through the eye): "It makes the material in the textbook more interesting and understandable"; "The filmstrip was more comprehensive and extensive than the textbook." These were some of the things that left an impression on the boys: jaywalking endangers one's life; cheating is a form of stealing; cleanliness is a form of Godliness.

	55	65	75	85	95
Theology	=====				
Philosophy	=====				
Psychology	=====				
Authenticity	=====				
Correlation	=====				
Organization	=====				
Technical Quality	=====				
Utilization	=====				
Pupil Interest	=====				
Outcomes	=====				

The technical quality of this production meets very high standards. The musical background blends very smoothly with the pictorial presentation. As the various characters are introduced in the filmstrip the voice of the narrator changes, to lend more reality to the story. The

pictures have variety and their composition has a culture of its own. This is a Spanish production and it reflects the artistry of that country. While the colors are not so vivid as they might be (they are a little on the bland side of the spectrum) yet they have a warmth and quality peculiar to the Continent. The picture composition gives a new approach to the art of story telling. A few of them, however, are on the screen too long.

Appraisal. The four units of the series which were reviewed are excellent and merit a rating of A minus. The material is appropriate for high school students as well as those of the upper elementary level. This is a fine contribution to Catholic audio-visual education. The CAVE Seal of Approval is granted.

CHICAGO CAVE COMMITTEE

Book Reviews

(Continued from page 404)

ago is given, but there is no indication in other words beginning with co- that this prefix is cum- in disguise. The same is true of other words com-

pounded with prefixes. Many are analyzed, many are not. To have the analysis of all compound words would be a decided advantage for high-school students but perhaps such procedure would have resulted in a book too large for handy use.

About two-thirds of the book is devoted to Latin-English, the other third to English-Latin words, which is good proportion for the modern trend in high school Latin syllabi where the emphasis is on reading Latin as Latin. Throughout both sections of vocabulary, Mr. Simpson has accomplished his original plan of thoroughly revising the material in earlier editions, introducing new material from well-authenticated and various sources, and adhering to the traditional principle that the best Latin for beginners to learn, if they wish eventually to master the language in all its periods, is classical Latin. Definitely this revision of Cassell's Latin Dictionary is a distinct improvement in matter and format and to be recommended highly for students and teachers of Latin on high school and college level.

SISTER THERESE, S.N.D.deN.

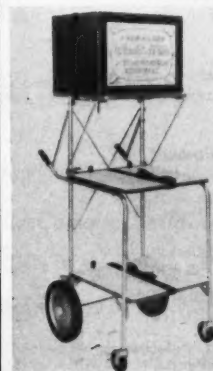
Notre Dame High School, Bridgeport 4, Conn.

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Reader Reaction

(Continued from page 354)

cent stereophonic instruments, would be
sufficient proof for the foregoing state-
ments" (statements re modern trend to
less reading and writing and to more em-
phasis on speaking and listening).

TOM E. WIRKUS

LaCrosse, Wisconsin

EDITOR'S NOTE: Intended setting was
to have had the present sentence start
with the words: "We have . . ."

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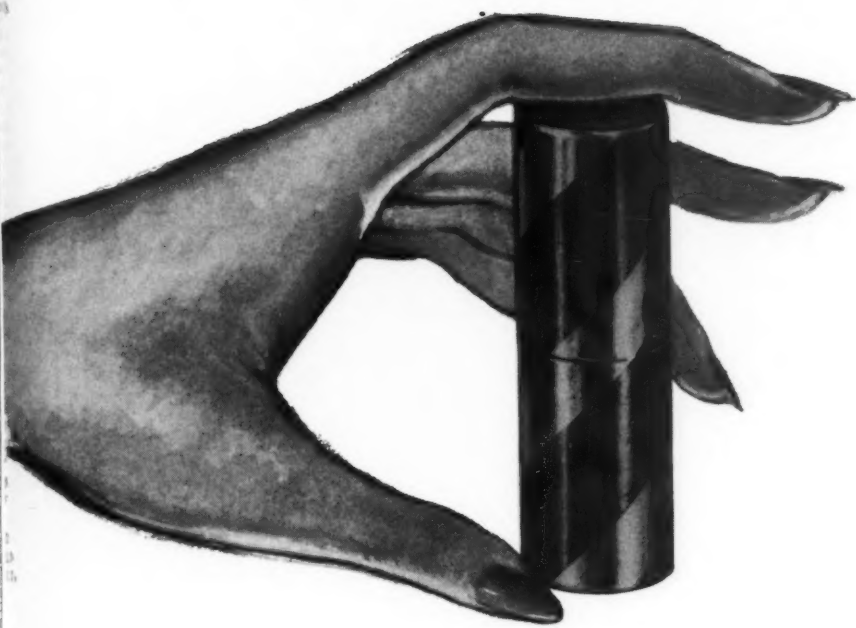
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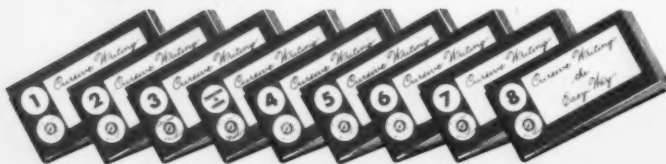


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